

AD-A121 102

TRAINING REQUIREMENTS AND JOB LANGUAGE PERFORMANCE
REQUIREMENTS FOR MOS 11B INFANTRYMAN(U) DEFENSE
LANGUAGE INST LACKLAND AFB TX ENGLISH LANGUAGE CENTER

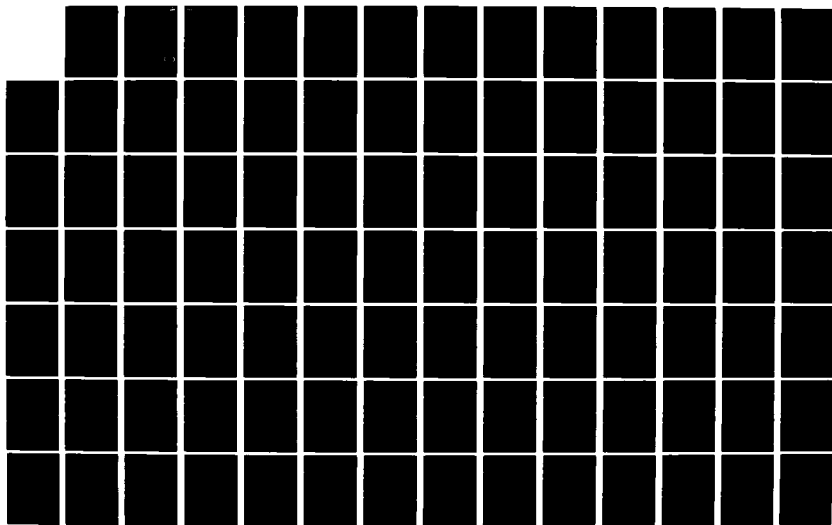
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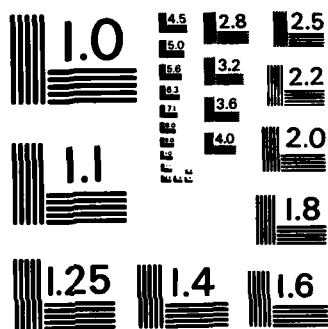
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Training Requirements

and

Job Language Performance Requirements

for

MOS 11B

Infantryman

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PREFACE

Instructions for Review of Job Language Performance Requirements for MOS 11B, Infantryman.

MILITARY REVIEWERS.

Please look over Sections I, II and III. The first Section describes the way tasks and English Language Skills-Reductions I and II- were prioritized. Sections II and III state the Job Language Performance Requirements for MOS 11B.

Pay careful attention to the Appendices one through eleven. These appendices contain the forms for the information gathering. They also contain all the information used to determine the Job Language Performance Requirements and important tasks. The important tasks, or first priority tasks, are tasks that have been tentatively selected for training.

The tasks specified as second priority in Appendix five of this document are tasks that might be removed if there isn't enough time to include them in the training course.

You as a reviewer have first hand experience with the tasks and training. Your review will help add much needed input to the design and development of the course. Please write any changes or suggestions on the document.

As you look over the document, please keep the following questions in mind:

1. Do the requirements identify the language skills necessary in AIT and the Unit?
2. Do the requirements clearly state what the soldier must do?
3. Are there any terms that need to be added or removed completely?
4. On what language skills is the most emphasis placed in AIT and Unit?
5. How much carry-over is there between AIT and Unit requirements in language skills, structures and vocabulary?
6. Is the analysis correct? In other words, can we say these are first priority tasks because of the difficulty for non-natives in the Unit and AIT? Can we say these are first priority tasks because they are most important to 11B?

Thank you for your cooperation. It is greatly appreciated.

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Job Language Performance Requirements (JLPR) Lexical Analysis Structural Analysis English Language Skills Task Prioritization Checklist		Task Inventory Common Tasks Listening Speaking Reading											
20. ABSTRACT (Continue on reverse side if necessary and identify by block number)													
<p>The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified.</p>													

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An explanation of Appendices one through eleven follows.

Appendix one is the Task Prioritization Checklist for Reduction one. It was taken to the field to collect the raw data necessary for Reduction one and for part of Reduction two. This form was approved for use by the Department of the Army.

Appendix two is the Task Inventory/Compiled Data Form. It was used to record the point values of the variables needed in the task prioritization process. The compiled data received from AIT and Unit informants are included on a task-by-task basis.

Appendix three is the Record of Task Weighting. It is included as a record of the Task Criticality Value assigned to each of the tasks of the MOS from the first reductions to prioritize according to task Criticality.

Appendix four is all of the tasks identified as critical by Reduction one. These tasks were assigned a Priority I status. All other MOS 11B tasks were assigned a Priority II status.

Appendix five is a complete list of all MOS tasks in Skill Levels one and two of 11B. The tasks are clustered by the common skill level task categories and the duty position task categories of the Soldier's Manual. The Priority I or Priority II status of each task within each cluster is also indicated.

Appendix six is the Observation Form used in the analysis of types of listening and speaking skills required in the learning and performing of a task. The variety of environmental situations in which those skills are required is also a part of this form.

Appendix seven is the standard form used to list the language structures which appear in the Soldier's Manual. The analysis was performed on a task-by-task basis.

Appendix eight is a list of lexical and structural items which are requisite to a 60 ECL. The items were determined through coordination with the Tests and Measurements Section of the Defense Language Course materials. A 60 ECL was agreed upon since it was necessary to establish a minimum English language proficiency level as a starting point for a soldier entering MOS training. The choice of a 60 ECL score was based on past experience at DLI with the success rate of foreign military trainees in occupational specialty courses in CONUS, where an ECL score of 60 or higher has been required.

Appendix ten is the list of structures which were found in Reduction two. These were from the analysis of the Soldier's Manual and observations.

Appendix eleven A is the machine-generated vocabulary list for 11B prepared by TRADOC. It includes the subjectively evaluated value of each term from most important to least important in the performance of tasks. Appendix eleven B is an in-house vocabulary list. This is a task-by-task listing of vocabulary observed in actual training situations as well as found in the Soldier's Manual.

In order to explain any redundancies which may be noted with respect to the language structures and vocabulary items cited in the language performance requirements for the Basic Training ESL course, it should be pointed out that at present it is planned that the basic structures and general English vocabulary necessary for attainment of a 60 ECL will be developed in the materials designed for use either in the Basic Training ESL course or the Pre-enlistment course. The basic soldiering vocabulary will also be developed in the BT materials. It is planned that any language structures identified in the analysis of the 11B Soldier's Manual and the Observation Forms other than those necessary for a 60 ECL will be developed in the MOS course. Also to be included in the MOS course as part of the language performance requirements is the MOS specific vocabulary.

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REDUCTIONS TO ESTABLISH LANGUAGE PERFORMANCE OBJECTIVES FOR MOS 11B

1. INTRODUCTIONS

In order to establish English language performance objectives for MOS 11B, a survey of all tasks included in the July 1978 edition of FM-7-11B, "Soldier's Manual", was first accomplished. In this survey a task prioritization checklist approved for use by the Department of Army was distributed to both the AIT cadre at Fort Benning GA and the Unit cadre for completion. The raw data collected on the checklist was converted to meaningful information in two basic reductions: (a) a prioritization of tasks according to criticality and (b) a prioritization of the four language skills (reading comprehension, listening comprehension, speaking and writing) involved in all tasks.

2. REDUCTION 1: PRIORITIZATION OF TASKS ACCORDING TO CRITICALITY

a. Overview

The first reduction before establishing language training objectives for MOS 11B was prioritization of the 182 tasks included in the Soldier's Manual in terms of their criticality in both the learning and performance of the MOS by non-native speakers at AIT and in the Units. The list of 182 tasks was taken from the July 1978 edition of FM-7-11B. At Appendix 1 is the DA approved form which was utilized to collect data relevant to task prioritization, (TASK PRIORITIZATION CHECKLIST). For the purpose of the process a critical task was deemed to be one which met certain minimum requirements. In AIT if the task was identified by the informants as being both taught and tested as well as more difficult for non-native trainees to learn than for natives, it was then weighted as to criticality. The weight it received was in accordance with the informants' evaluation of the degree of importance to learning the MOS and danger resulting from poor performance. In the Units where the tasks are not formally taught, if the informants identified a task as being tested and more difficult for non-natives than natives, it was then weighted, as in AIT, in accordance with the overall importance to the MOS and the danger resulting from poor performance.

The input for this task prioritization is based on the responses from AIT instructors at Ft Benning, Georgia and the response thus far received from the Unit cadre. All of the data utilized for this prioritization was quantified. An explanation of the procedures for quantifying the data appears below.

b. Procedures: Quantification.

Below is an explanation of the procedures followed in quantifying each of the variables which are relevant to the prioritization of tasks according to criticality.

(1) Variable # 1: IS TASK TAUGHT?

This was considered one of three basic variables with respect to AIT responses. Since at AIT tasks are formally taught, all tasks which were identified in the responses as being taught were given a GO/NO GO (G/NG) value of 1. Those which were not identified as being taught were given a G/NG value of 0. At Appendix 2 is the TASK INVENTORY/COM-FILED DATA FORM which was used to tally the quantifying of both AIT and Unit responses. This variable did not apply to the Unit responses, since the tasks are not formally taught in the Units.

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(2) Variable # 2: IS TASK TESTED?

This was considered the second of the three basic variables with respect to AIT responses. Those tasks identified by the AIT cadre as being tested were given a G/NG value of 1. With respect to the Units, this variable is considered to be one of two basic variables, since the Unit cadre was asked to respond to this question with reference to the SQT. Those tasks identified by the Unit cadre as being tested were given a G/NG value of 2, and those which were not identified as being tested were given no G/NG value.

(3) Variable # 3: HOW DIFFICULT IS TASK FOR NON-NATIVES?

With respect to AIT responses, this was considered the third of the three basic variables. AIT instructors and the Unit cadre were asked to rate each task on a scale of 1 to 5 according to the difficulty for non-natives to learn or perform which results from a lack of English language skills. A rating of 1 indicated non-native difficulty of highest priority; a rating of 5 indicated non-native difficulty of lowest priority. Because of the significance of the variable in assessing task criticality for the target non-native group, any task receiving a rating of 1, 2, or 3 was assigned a G/NG multiple of 2 in both the AIT and Unit compilations. A response of 4 or 5 was assigned a G/NG multiple of 0 in both compilations.

(4) Variable # 4: HOW IMPORTANT IS TASK TO COMBAT TRAINING?

Both the AIT cadre and Unit cadre were asked to rate each task on a scale of 1 (highest priority) to 5 (lowest priority) with respect to its degree of importance to either learning (AIT) or performing (Units) the overall MOS. In the quantifying of responses, a response of 1 or 2 was given a Task Criticality Value (TCV) of 5; a response of 3 was given a TCV of 3; a response of 4 or 5 was given a TCV of 1. This quantification was used in both the compilation of AIT responses and the compilation of the Unit responses.

(5) Variable # 5: RESULTS OF POOR PERFORMANCE: DANGER TO PERSON?
DANGER TO EQUIPMENT?

Both AIT instructors and the Unit cadre were asked to identify those tasks for which poor performance would result in damage to either personnel or equipment. In the compilations of both AIT and Unit data, an affirmative response to the question of damage whether to personnel or equipment was given a TCV of 5 and a negative response was given a TCV of 0.5.

c. Procedures: Prioritization

The G/NG values and TVCs for each task included in the Soldier's Manual were tabulated and compiled on the 11B TASK INVENTORY/COMPILED DATA form by AIT response and Unit response. For the AIT response the G/NG values for variables #1 and #2 were added and the G/NG multiple for variable #3 was applied on a task by task basis. At the end of this step a maximum cumulative G/NG value of 4 and a minimum cumulative G/NG value of 0 were possible. Those tasks with a G/NG value of 4 are those tasks identified by the AIT cadre as being taught, tested and of medium to high priority in difficulty for non-native trainees.

For the Unit responses this step was accomplished by taking the G/NG value for variable #2 and applying the G/NG multiple for variable #3. Again the maximum cumulative value of 4 and minimum cumulative value of 0 were possible.

The next step in the prioritization process was to add the weightings of variables # 4 and # 5 as previously quantified in order to assess a cumulative Task Criticality Value for each task. Since variable # 4 had a possible TCV of 1, 3, or 5, a task meeting all criteria in the G/NO GO step could have a possible cumulative of 5, 7, or 9. At this stage each task's relative importance to the overall MOS can be seen as the informants in the field rated it.

Variable # 5 had a possible TCV of 5 or 0.5. As above, a task meeting all the criteria in the GO/NO GO step could have a possible cumulative total at this stage of 5.5, 7.5, 9.5, 10, 12, or 14. Both the task's relative importance to the overall MOS and the damage resulting from poor performance (as evaluated by the informants in the field) can be discerned.

A cumulative TCV of 9.5 was established as a minimum value for criticality. since this TCV would indicate a task meeting all the criteria for the GO/NO GO step and one having been identified as a high priority importance to the overall MOS. Any task with a TCV greater than 9.5 meets the criteria and has been identified as resulting in danger to either personnel or equipment if poorly performed.

The final step in this reduction involved five sub-steps. The first sub-step was to calculate an Averaged Total (AT_1) of the TCVs, task by task, from all AIT informants. Next, another Averaged Total (AT_2) of the TCV's task by task from all Unit informants was calculated. The third sub-step was to add the AT_1 and AT_2 for each task. This resulted in a Combined Average Total (CAT). Next, the CAT for each task, which is a function of two inputs - an AIT input and a Unit input - was averaged to find a Cumulative Average (CA). See Appendix 2, 11B TASK INVENTORY/COMPILED DATA and Appendix 3, RECORD OF TASK WEIGHTING. The fifth sub-step was to apply a Consensus Multiple (CM) to the CA for each task. Each task was assigned a CM of 2 if there was a consensus between the AIT and Unit informants with respect to high priority difficulty for non-native soldiers. Where there was no consensus between AIT and Unit informants, the task was assigned a CM of 1. The final product was an Adjusted Cumulative Total (ACT). (See Appendix 3).

The Task Criticality Value of 9.5 was used as a minimum cut-off value as before. At Appendix 4 is the Critical Task List of 51 tasks which have been identified through this reduction.

d. Conclusion

The tasks were clustered according to the Infantryman Common Task categories and the Duty Position Task categories. In each cluster those tasks identified by the reduction as critical tasks were placed in a Priority I status and all other tasks were placed in a Priority II status. (See Appendix 5).

3. REDUCTION 2: PRIORITIZATION OF THE FOUR LANGUAGE SKILLS

a. Overview

The four generic skills - listening, reading comprehension, speaking and writing - were prioritized. They were prioritized by analyzing responses on the Task Prioritization Checklist and a standardized Observation Form.

Because a prioritization (numerical rank) did not give information about the skill, a structural analysis was also done. These recorded structures were identified by analysis of the Soldier's Manual and real language as seen by observers in the field. The language structures identified were specific structures, written and oral, standard and non-standard, that the soldier would likely be exposed to.

The forms used to obtain data on the skills are attached. (Appendices 1 and 5) Explanation of the prioritization and analysis follow:

b. Procedures: Quantification.

(1) TASK PRIORITIZATION CHECKLIST (Appendix 1)

Three fields on this form were used to numerically rank the four generic skills.

The first field was that of respondents' subjective ratings of the importance of a language skill to the learning of a task. Each of these four ratings was averaged and each skill's importance to the overall MOS, as rated by respondents in the Unit and AIT, was recorded.

The second and third fields considered were respondents' answers to how the task was tested. A subjective analysis as to what skills were involved in the answers to these questions was made and tabulated. However in the area of testing, respondents' answers that indicated performance as the method used required additional analysis through use of the Soldier's Manual. This analysis indicated the type of performance required and the language skill required in the performance.

The skills indicated by answers in fields two and three were recorded and averaged, giving the percentage of each skill used in the instruction area of the MOS.

(2) OBSERVATION FORM (Appendix 6)

A form was made to standardize data obtained from actual observation of the language used in AIT and the Units. Because general ranking did not show competencies required in the skills of listening and speaking, a structural analysis of the actual language used was made. The analysis through use of the observation form allowed written recording (standard and non-standard) of structural items. The information was not recorded in numerical form. Instead, the information from this form was applied to each task to further specify type and degree of listening and speaking skills required for the learning and performance of a task as seen by observers.

A list of linguistic structures was made and agreed upon by a panel and was used to identify language structures. (The rationale for this list was the necessity to standardize the terminology used to describe linguistic features.) This list was also used when analyzing the Soldier's Manual. (See Appendix 10 for street slang)

(3) SOLDIER'S MANUAL

To specify language skill competencies required with respect to reading and writing skills, a structural analysis of the Soldier's Manual was made. The analysis was done by task. The analysis of all tasks was then compiled and an overall structural break-down of the entire MOS was made. (See Appendix 7)

c. Conclusion

Given three groups of information, combined conclusions of each skill's importance to the learning and performance of the MOS and competencies required in each skill were made. These conclusions were made by comparison of the correlated rankings and the structural analysis done in both listening, speaking, and reading and writing.

On an overall basis, each generic skill's percentage of use and a ranking in accordance to the importance of the skill and competencies necessary in different situations was determined.

- Percentages and ranks:

(1) Listening	100% use in Unit 100% use in ATT	-rated 1 - very important -rated 1 - very important
(2) Speaking	100% use in Unit 51% use in ATT	-rated 1 - very important -rated 5 - least important
(3) Reading	100% use in ATT 99.9% use in Unit	-rated 1 - very important -rated 1 - very important
(4) Writing	50.2% use in ATT 100% use in Unit	-rated 5 - least important -rated 3 - average importance

* Performance - after analysis of this type response, it was decided that performance involves mechanical motor skills rather than language skills. Furthermore, not all responded to this question, so it was not a determinant of percentage of skill used.

The second reduction prioritized English language skills according to the task and ultimately the MOS. Standard and non-standard structures that are skill specific are also identified. The structures are all language structures necessary in 11B. A 60 ECL was used to identify structures already known by a soldier entering MOS training. A 60 ECL was chosen because experience at DLI has shown a 60 ECL to be a good indicator of success in subsequent training. Structures known by a student with a 60 ECL were identified by analysis of the American language course materials. A 60 ECL warrants completion of ALC volume 2400. A panel of experts analyzed ALC volumes 1100 to 2400 to identify and list all structures taught.

REDUCTION 3: VOCABULARY

Reduction three was made by the United States Army Training and Doctrine Command at Fort Monroe, Virginia.

Through a review of the current POI and 11B Skill Level 1 and Soldier's Manual a subjective evaluation was made on each task to determine the 5 vocabulary reductions. (Appendix 11) The five categories were:

- (1) most important
- (2) substantial importance
- (3) important
- (4) limited importance
- (5) least importance

For our uses, a language oriented reduction is also needed. To address the language aspect, the words were categorized. (Appendix 11B)

The machine generated vocabulary list mentioned above does not facilitate this type of break down; therefore, word lists made by curriculum writers were used. The machine generated vocabulary list does not deal with actual vocabulary as observed in the field and when compared with in-house lists, many words are missing.

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TASK PRIORITIZATION CHECKLIST	OBSERVATION FORM	SOLDIER'S MANUAL
% SKILL USED	STRUCTURAL ANALYSIS	STRUCTURAL ANALYSIS
RATING/ SKILL IMPORTANCE		
OVERALL SKILLS USED IN 11B		

REVISION 1000

JOB LANGUAGE PERFORMANCE
REQUIREMENTS

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

After analysis of 11B, specific job language performance requirements were identified. These were clustered according to the common skill level task categories and the duty position task categories of the Soldiers Manual and according to their priority status as determined in Reduction one. They are actually duty language performance requirements.

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FIRST AID

Priority II

TASK

Read for information.

CONDITIONS

Given MOS printed training materials in the form of guides, FM 21-11, pictures with captions, outlines, procedures, signs, and explanations.

STANDARDS

100% understanding of written content.

NUCLEAR, BIOLOGICAL AND CHEMICAL

Priority I & II

TASK

Listen to oral information to learn.

CONDITIONS

Given warnings, oral or written, scenarios, and described symptoms.

STANDARDS

100% understanding of oral content.

TASK

Produce oral utterances to elicit specific behaviors.

CONDITIONS

Given NBC situations requiring alarms.

STANDARDS

100% understandable oral communications.

NUCLEAR, BIOLOGICAL AND CHEMICAL (CONT'D)

Priority II

TASK

Read for information.

CONDITIONS

Given MOS printed training materials in the form of SOPs, pictures with captions, procedures, references, and training manuals.

STANDARDS

100% understanding of written content.

TASK

Produce oral utterances to inform and explain.

CONDITIONS

Given procedures and information.

STANDARDS

100% understandable oral utterances.

INDIVIDUAL FITNESS

Priority II

TASK

Read to learn.

CONDITIONS

Given printed MOS training materials in the form of procedures.

STANDARDS

100% understanding of printed content.

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BASIC INDIVIDUAL TECHNIQUES

Priority I

TASK

Produce oral utterances to interact.

CONDITIONS

Given a situation requiring radio communication.

STANDARDS

100% understandable oral utterances.

TASK

Produce oral utterances via RADIO SETS.

CONDITIONS

Given a situation requiring radio communication and a radio.

STANDARDS

100% understandable oral utterances.

TASK

Read to learn.

CONDITIONS

Given MOS training materials in the form of prose and definitions.

STANDARDS

100% understanding of printed content.

Priority II

TASK

Read for information.

CONDITIONS

Given MOS training materials in the form of definitions, pictures with captions, references, and descriptions.

STANDARDS

100% understanding of printed content.

BASIC INDIVIDUAL TECHNIQUES (CONT'D)

Priority II

TASK

Produce oral responses and spontaneous utterances to elicit responses.

CONDITIONS

Given a team situation.

STANDARDS

100% understandable oral communication.

TASK

Listen to oral information to learn.

CONDITIONS

Given warnings.

STANDARDS

100% understanding of oral content.

CAMOUFLAGE, COVER AND CONCEALMENT

Priority I

TASK

Read for information.

CONDITIONS

Given MOS printed training materials in the form of definitions, guides, pictures with captions, explanations and procedures.

STANDARDS

100% understanding of printed content.

TASK

Listen to learn.

CONDITIONS

Given requirements.

STANDARDS

100% understanding of oral content.

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SECURITY & INTELLIGENCE

Priority I

TASK

Read for information.

CONDITIONS

Given MOS printed training materials in the form of warnings, procedures, information, tables, tags, and identification papers.

STANDARDS

100% understanding of printed content.

TASK

Listen to oral language to communicate and interact.

CONDITIONS

Given challenges, passwords, and assignments.

STANDARDS

100% understanding of oral communication.

TASK

Write to record and report.

CONDITIONS

Given tags and reports.

STANDARDS

100% legible written communication.

Priority I & II

TASK

Produce oral utterances in order to inform and interact.

CONDITIONS

Given information, questions, challenges and detailed reports.

STANDARDS

100% understandable oral communication.

SECURITY & INTELLIGENCE (CONT'D)

Priority II

TASK

Read for information.

CONDITIONS

Given printed MOS training materials in the form of lists.

STANDARDS

100% understanding of printed content.

COMMUNICATIONS

Priority II

TASK

Read for information.

CONDITIONS

Given printed MOS training materials in the form of forms, manuals, and procedures.

STANDARDS

100% understanding of printed content.

TASK

Write to record.

CONDITIONS

Given DA forms and log book.

STANDARDS

100% legibility of written communication.

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LAND NAVIGATION

Priority I

TASK

Read for information.

CONDITIONS

Given printed MOS training material in the form of marked maps, definitions, references, problems, pictures with explanations, procedures and cartoons.

STANDARDS

100% understanding of printed content.

TASK

Listen to oral language to learn.

CONDITIONS

Given instructions.

STANDARDS

100% understanding of oral language.

Priority II

TASK

Write to record and communicate.

CONDITIONS

Given 6 digit grid coordinates, problems, and azimuths.

STANDARDS

100% legibility of written communication.

LAND NAVIGATION (CONT'D)

Priority II

TASK

Produce oral utterances to respond.

CONDITIONS

Given problems requiring deductive reasoning.

STANDARDS

100% understandable oral communication.

NIGHT VISION DEVICES

Priority I & II

TASK

Read to learn.

CONDITIONS

Given printed MOS materials in the form of procedures and references.

STANDARDS

100% understanding of printed content.

M16A1

Priority II

TASK

Read to learn.

CONDITIONS

Given MOS printed materials in the form of procedures, warnings, prose, charts, tables, references and instructions.

STANDARDS

100% understanding of printed content.

23

M16A1 (CONT'D)

Priority II

TASK

Listen to oral language to learn.

CONDITIONS

Given information in the form of requirements and instructions.

STANDARDS

100% understanding of oral communication.

TASK

Produce oral utterances in order to respond and inform.

CONDITIONS

Given enemy positions.

STANDARDS

100% understandable oral communication.

M203 GRENADE LAUNCHER

Priority II

TASK

Read to learn.

CONDITIONS

Given MOS printed materials in the form of warnings, procedures, definitions, cartoons, and references.

STANDARDS

100% understanding of printed content.

TASK

Listen for information.

CONDITIONS

Given task-specific assignments.

STANDARDS

100% understanding of oral information.

24

LIGHT ANTI-TANK WEAPON

Priority II

TASK

Read for information.

CONDITIONS

Given MOS printed training materials in the form of procedures, descriptions, tables and SOPs.

STANDARDS

100% understanding of printed content.

M60 MACHINEGUN

Priority II

TASK

Read for information.

CONDITIONS

Given MOS printed training materials in the form of requirements, pictures and labels.

STANDARDS

100% understanding of printed content.

TASK

Write to record.

CONDITIONS

Given range card and requirements for completion.

STANDARDS

100% legible written communication.

TASK

Read for information.

CONDITIONS

Given completed range card.

STANDARDS

100% understanding of written content.

25

DRAGON

Priority I

TASK

Read for information.

CONDITIONS

Given printed MOS materials in forms of procedures, descriptions, warnings and pictures with captions.

STANDARDS

100% understanding of printed content.

TASK

Write to record and describe.

CONDITIONS

Given range card.

STANDARDS

100% understanding of written content.

HAND GRENADES

Priority II

TASK

Read for information.

CONDITIONS

Given printed MOS materials in the form of procedures, explanations, pictures with captions and markings.

STANDARDS

100% understanding of printed content.

MINES

Priority I

TASK

Listen to learn.

CONDITIONS

Given instructions.

STANDARDS

100% understanding of oral language.

TASK

Write to inform.

CONDITIONS

Given requirements for mine field markings.

STANDARDS

100% legible written communication.

TOW CREWMAN/SQUAD LEADER II

Priority I

TASK

Read for information.

CONDITIONS

Given MOS printed materials in the form of procedures, pictures with captions, explanations, references and lists.

STANDARDS

100% understanding of printed content.

TOW CREWMAN/SQUAD LEADER II (CONT'D)

Priority I

TASK

Produce oral utterances to report.

CONDITIONS

Given information.

STANDARDS

100% understandable oral communication.

TASK

Write to report.

CONDITIONS

Given range cards.

STANDARDS

100% legible written communication.

Priority II

TASK

Read for information.

CONDITIONS

Given procedures and diagrams with labels.

STANDARDS

100% understanding of printed content.

28

Priority I

TASK

Write to record.

CONDITIONS

Given DA form 2404.

STANDARDS

100% legibility of written communication.

Priority II

TASK

Read for information.

CONDITIONS

Given printed MOS training materials in the form of pictures with labels, procedures and references.

STANDARDS

100% understanding of printed content.

TASK

Produce oral utterances to inform.

CONDITIONS

Given requirements for a fire command.

STANDARDS

100% understandable oral utterances.

TASK

Produce oral utterances to interact.

CONDITIONS

Given requirements and a team.

STANDARDS

100% understandable oral utterances.

M60 MACHINEGUNNER
Priority II

TASK

Read for information.

CONDITIONS

Given printed MOS training materials in the form of pictures with labels, procedures and references.

STANDARDS

100% understanding of printed content.

SQUAD GUNNER
PRIORITY II

TASK

Read to understand.

CONDITIONS

Given printed MOS training materials in the form of lists, explanations, procedures and pictures with captions.

STANDARDS

100% understanding of printed content.

TASK

Produce spontaneous oral utterances to interact.

CONDITIONS

Given a crew.

STANDARDS

100% understandable oral communication.

TASK

Listen to interact.

CONDITIONS

Given a crew.

STANDARDS

100% understanding of oral language.

30

SCOUT (LIGHT INFANTRY ONLY)
PRIORITY I

TASK

Read for information.

CONDITIONS

Given printed MOS training materials in the form of scenarios, procedures, pictures with captions, labels, warnings, diagrams, markings, and codes.

STANDARDS

100% understanding of printed content.

TASK

Speak to inform via RADIO SET.

CONDITIONS

Given standards and radio messages.

STANDARDS

100% understandable oral communication.

PRIORITY II

TASK

Speak to transmit information via RADIO SET.

CONDITIONS

Given a radio, call signs, and radio messages.

STANDARDS

100% understandable oral communication.

TASK

Write to record and transmit information.

CONDITIONS

Given messages to encode and decode and forms.

SCOUT (LIGHT INFANTRY ONLY) CONT'D
PRIORITY II

STANDARDS

100% legible written communication.

TASK

Listen for information.

CONDITIONS

Given requirements.

STANDARDS

100% understanding of oral communication.

SCOUT GUNNER
PRIORITY II

TASK

Read for information/ Read to learn.

CONDITIONS

Given printed MOS training materials in the form of procedures, pictures with captions, labels, warnings, diagrams and markings.

STANDARDS

100 % understanding of printed content.

DRAGON GUNNER
PRIORITY I

TASK

Read to learn.

CONDITIONS

Given printed MOS training materials in the form of prose and pictures with labels.

STANDARDS

100% understanding of printed content.

32

90-MM RECOILLERS RIFLE CREWMAN
PRIORITY I

TASK
Read for information.

CONDITIONS

Given MOS printed materials in the form of procedures, definitions, and pictures with labels.

STANDARDS

100% understanding of printed content.

PRIORITY II

TASK

Read for information.

CONDITIONS

Given MOS printed materials in the form of procedures, definitions and pictures with labels.

STANDARDS

100% understanding of printed content.

RADIOTELEPHONE OPERATOR
PRIORITY I

TASK

Read for information.

CONDITIONS

Given printed MOS training materials in the form of procedures and pictures with captions.

STANDARDS

100% understanding of printed content.

Read to respond.

CONDITIONS

Given written MOS training materials in the form of full text.

33

RADIOTELEPHONE OPERATOR CONT'D
PRIORITY II

STANDARDS

100% understanding of written content.

WHEELED VEHICLE DRIVER
PRIORITY II

TASK

Read for information.

CONDITIONS

Given MOS printed training materials in the form of labels, signs, procedures, and definitions.

STANDARDS

100% understanding of printed content.

TASK

Write to record.

CONDITIONS

Given DA Form 2404 and vehicle logbook.

STANDARDS

100% legible written communication.

TRACKED VEHICLE DRIVER
PRIORITY I & II

TASK

Write to record.

CONDITIONS

Given logbook and DA Form 2404.

STANDARDS

100% legible written communication.

TRASHED VEHICLE DRIVER CONT'D
PRIORITY I & II

TASK

Read to learn.

CONDITIONS

Given printed MOS training material in the form of procedures.

STANDARDS

100% understanding of printed content.

LEADERSHIP
PRIORITY I & II

TASK

Produce oral utterances to interact.

CONDITIONS

Given situations requiring inspections, supervision and counseling.

STANDARDS

100% understandable oral communication.

TASK

Write to inform and record.

CONDITIONS

Given deficiencies, DA Form 2166, and assignments.

STANDARDS

100% legible written communication.

TASK

Listen to spontaneous oral language.

CONDITIONS

Given a class group in a classroom.

LEADERSHIP CONT'D
PRIORITY II

STANDARDS

100% understanding of oral communication.

FIRE TEAM LEADER
PRIORITY II

TASK

Produce oral utterances to elicit response.

CONDITIONS

In situation for "open fire" command.

STANDARDS

100% understanding of oral communication.

LANGUAGE TASK

Read for information/Read to learn

Printed and written materials are used throughout 11B. The soldier reads technical manuals, field manuals, soldier manuals, written communication and audio-visual aids. Content of these materials is presented in simple factual words or sentences to complex passages containing highly technical vocabulary and ellipsis. The purpose is to teach the student, so the student reads them to learn. From the analysis of 11B, the task of reading supplements the lectures and demonstrations or it precedes the tests. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to long or short term memory and for immediate or later recognition.

Basically the soldier will use these reading materials to supplement what is stated in lecture by integrating the information from the different texts or written communiques.

Reading material such as this requires the ability to acquire meaning from the word (we can assume he can already decode in the MOS). He must develop the ability to understand the words in context. Then he must read in thought units, and finally select and understand the main ideas. He must retain these ideas and apply them and integrate them with past experience to use in the present.

Reading to learn then is the afore mentioned synthesis or formulation. Retaining what is read in long term memory for integration in experiences.

Reading for information does not involve such a thought synthesis. The read material is retained in short term memory and processed as necessary clarification of what had been read in the process of learning. The soldier reads for information to commit to short term memory what is necessary at the present. (It's similar to a real time computer. The soldier needs the data now so it is accessed from a storage device for immediate use and then returned whereas reading to learn is accessing the information to be held in primary storage for all processing.)

The soldier reads sequential, concrete procedures and applies them to the immediate situation.

The soldier reads concrete requirements. There is no inference, processing, or conceptualization required.

The soldier reads concrete procedures which are presented sequentially. He applies these procedures immediately. The soldier reads definitions which are committed to long term memory.

The soldier reads to supplement information learned from the training lecture.

The soldier reads definitions and commits them to memory. He reads for rote recognition of a description with a shape.

He must understand the writer's organization to learn methods of problem solving. He must use contextual clues in various forms. The vocabulary ranges from simple to technical to non-standard. He reads cartoon captions and must infer the writer's meanings.

First Aid

(081-831) 1004, 1005, 1006, 1007, 1008, 1010, 1011

NBC

(092-503) 1001, 1002, 1007, 1008, 1009, 1014, 1015

Individual Fitness

(071-327) 0201

Basic Individual Techniques

(071-326) 0501, 0502, 0503, 0510, 0511, 0512, 0513, 0600, 5703

Camouflage, Cover and Concealment

(051-202) 1001, 1002, 1003
(071-331) 0852

Security & Intelligence

(071-331) 0801, 0802, 0803, 0804, 0805, 0806, 0808

Land Navigation

(071-329) 1001, 1003, 1018

Night Vision Devices

(071-311) 2301

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The soldier reads very brief explanations and definitions accompanied by pictures requiring no in depth processing, only memorizing and recognition.

ML6A1

(071-311) 2001, 2003, 3006, 2303, 2304, 2305

The soldier reads simple requirements. He reads warnings to be committed to memory. No processing is required.

ML6A1

(071-311) 2007

The soldier reads a lengthy explanation of procedures. He must apply the new information to previously acquired information.

ML6A1

(071-311) 2004

The soldier reads simple concrete statements describing procedures. The soldier retains the pertinent data in order to successfully perform the task.

M203 Grenade Launcher

(071-311) 2102

M60 Machinegun

(071-312) 3001, 3002

Dragon

(071-317) 3301, 3302, 3304, 3308

The soldier reads simple concrete explanations in simple sentence lengths with illustrations. The procedures are to be committed to memory in sequential order.

Light Anti-tank Weapon

(071-318) 2201, 2202, 2203

The soldier reads lengthy paragraphs elaborating on the main subject through pictures. The explicit facts require minimal reasoning skills.

Hand Grenade

(071-325) 4401, 4402, 4405

Tow Crewman/Squad Leader II

(071-316) 2500, 2501, 2502, 2503, 2504, 2506

100MM RCL Crewman II

(071-317) 0000

The soldier reads a check list which normally requires minimal reasoning skills. Because of the elliptical form of the checklist, the soldier must infer ideas and relations.

The soldier reads lengthy explanations from which he must extract the relevant data which would enable him to perform. He must also read a written description which requires him to decode written communication.

The soldier reads lengthy procedures and must apply these to his performance. There is immediate response to the written material. He is given the procedure and is then to perform it.

The soldier reads explanations and directions which are to be applied immediately. He reads dialogues rather than factual sentences. He reads and orally reports what he has just read.

The soldier reads simple concrete statements describing procedures. The soldier retains the pertinent data in order to successfully perform the task.

Tow Crewman/Squad Leader II

(071-316) 2505

106MM RCL Crewman II

(071-319) 3601

Scout Gunner II

(071-313) 3451, 3452, 3453, 3454,
3455, 2314, 2315

Scout I

(113-571) 1003

Dragon Gunner I

(071-317) 3301, 3302, 3303, 3304,
0000, 3306, 3307, 3308

90MM Recoilless Rifle

(071-319) 3151, 3152, 3153, 3307

Radiotelephone Operator I

(113-600) 3001, 1001
(113-557) 3005, 2001, 2002, 1003,
1001
(113-558) 2005
(113-559) 1001, 1002
(113-560) 1001, 1002

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The soldier reads lengthy prose and must apply meanings and ideas to problem solving.

The soldier reads a list requiring immediate memory. The ellipsis requires deducing meanings of author's intent.

The soldier reads longer paragraphs with topics embedded in the paragraphs. He must organize presented reading material and organize it to relate to the task.

The soldier reads simple concrete statements describing procedures. The soldier retains the pertinent data in order to successfully perform the task.

The soldier reads lengthy paragraphs organized by information presented in the paragraphs. He must extract pertinent data and organize it to use in the performance of the task. He must associate the data obtained to situations requiring the specific type of data.

The soldier reads lengthy warnings and must infer as to what aspect of the duty the warnings refer to.

The soldier reads lengthy paragraphs which refer to each other. The soldier must infer main ideas and organization of the pertinent data.

90MM Recoilless Rifle

(071-319) 3155

Radiotelephone Operator I

(113-600) 3001, 1001
(113-587) 3005, 2001, 2002, 1003,
1001
(113-594) 2005
(113-609) 1001, 1002
(113-622) 1001, 1002

Tracked Vehicle Driver

(071-333) 6001, 6002, 6003, 6004

Wheeled Vehicle Driver

(071-333) 6005, 6006, 6007

Wheeled Vehicle Driver

(071-333) 6008

Tracked Vehicle Driver

(071-333) 6505, 6501, 6502, 6503,
6504, 6505, 6506, 6507

Tracked Vehicle Driver

(071-333) 6509

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LANGUAGE TASK

Listen to oral information to learn or report

Analysis of 11B indicated lecture as a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. In the presentation of the lecture, analysis indicated many variables. The soldier hears sub-standard usages, various registers, colloquialisms, or profanity in a situation ranging from a barracks to a field. The soldier must differentiate between the types of language operations. Is it expression, exchange, description, explanation, argumentation, persuasion, designation, statement, request or order. The oral information may be directly from the speaker, over a telephone, radio, TV, or tape. He must formulate all to learn. He must organize and gain meaning from what is heard. He must identify or infer the main ideas or major points.

Spontaneous oral information, that other than controlled speech involves more inference, more integration and more reasoning. He must deduce actions, attitudes and opinions and finally the meaning of what is being conveyed.

Because the types of listening are so vast and the presentations of oral language are so varied exactly how a non-native student has to listen cannot be specified. You can test listening comprehension but not the actual listening required. Usually a bilingual person will think in his or her language. This supposes that some bilingual persons may translate the heard language into their language to understand and learn.

The soldier first needs the ability to comprehend the spoken word. We can assume he can do this because he is in MOS training.

As in reading, the soldier must understand the words in context. Then he must understand the thought units and finally select and understand the main idea. He must retain these ideas and integrate them.

Unlike reading, listening to learn is not as structured and the soldier is required to sift through much more irrelevant stimuli to finally extract the pertinent data.

Listening can be broken into two main types in 11B. Listening to learn information presented spontaneously and listening to learn information in a constrained sense.

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Analysis of 11B did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI though does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

Listening to learn as indicated refers to specific data related to the MOS. Listening in this case being a critical listening. The soldier must isolate, conceptualize, and retain that oral communication that is pertinent to successful task completion. Oral communication that will teach him to lead, supervise or serve as a member of an infantry activity employing individual weapons and machineguns in offensive and defensive combat operations.

LANGUAGE TASK

Produces oral utterances to report/inform/explain/interact/
elicit response/respond

Analysis of 11B indicates verbal reports entailing those activities directly related to MOS 11B. (Tactical information)

The speaking act to respond or elicit response is in 11B, an oral response to a command or visual signal involving closing with or destroying enemy personnel weapons and equipment.

Speaking to elicit response in reference to 11B involves implementing combat orders and requesting fire.

Speaking to explain involves situations of adjusting supporting fire and actually teaching particular tasks.

Speaking to inform involves real time information such as location, strength and emplacement of enemy or friendly troops.

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JOB LANGUAGE PERFORMANCE REQUIREMENTS (ENTIRE MOS)

45

INTRODUCTION

The product of the entire analysis is the job language performance requirements. These are relevant to all duty tasks and common tasks contained in 11B.

There are two discrete tasks per GENERIC SKILL and listed below each task are the types of receptive or productive behaviors involved each task.

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TASK

Formulate and produce appropriate oral responses spontaneously or upon request.

CONDITIONS

Given any verbal stimulus in the form of questions, scenerios, instructions, or cues in any training situation. (Appendix 6 and 9)

STANDARDS

100% understandable oral response using correct lexicon, syntax, registers and styles for the training situation

*Explanations

- Statements
- Repetitions
- Counting
- Corrections
- Assignments
- Notifications
- Oral reports
- Answers
- Clarifications
- Information

TASK

Produce oral utterances to interact and communicate spontaneously or via a technical medium.

CONDITIONS

Given a communicative situation (Appendix 9, 6 and 11B, Soldier's Manual) in any training situation.

STANDARDS

100% understandable communication using correct lexicon, syntax, registers, and styles for the communication act.

*Requesting information

- Requesting permission
- Transmitting messages
- Callsigns
- Vocal signals
- Shouting warnings
- Fire commands
- Radio communications
- Messages
- Phonetic messages
- Prowords
- Target locations
- Directions (N,S,E,W)
- Directions, general

Requests for fire

- Report on the results of fire
- Challenges/Passwords
- Phonetic letters
- Counseling
- Training sessions
- Interaction

TASK

On instruction, write in conventional orthography letters, numbers, words or sentences appropriate to the training situation.

CONDITIONS

Given standardized forms, paper or answer sheets and the instructions to list, answer, describe or recall.

STANDARDS

100% syntactical and lexical correctness of writing which is also appropriate in style and usage to the training situation and is legible.

*Ratings

- Signatures
- Range cards
- Data symbols
- Answers
- Descriptions
- Notes
- Reports

TASK

Write in conventional orthography letters, or specialized code, numbers, words or sentences in order to transmit or record information.

CONDITIONS

Given standardized forms or paper and oral communication.

STANDARDS

100% syntactical and lexical correctness of writing which can be read by another speaker of English.

*Technical forms (2408-14, 2402, 2408-1, -5, -14, DA form 2166-5)

- Codes
- Grid coordinates
- Decoded messages
- Encoded messages
- Logbooks
- Plottings
- Figures
- Reports
- Tags
- Range Cards

TASK

Understand oral language intended to inform or instruct

CONDITIONS

Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, (Appendix 9), formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendix 6)

STANDARDS

100% understanding and assimilation of presented oral language.

*Warnings

Described symptoms

Directions

Lectures

Scenerios

Commands, Orders

Sound tracks (Films, tapes)

Standard/Non-standard English

Instructions

SQT questions

TASK

Understand spontaneous oral language or language via a technical medium intended to inform and elicit response.

CONDITIONS

Given scenerios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendix 6)

STANDARDS

100% understanding and assimilation of oral language in order to apply and respond.

* Snouting

Radio communications

Messages

Callsigns

Commands

Passwords

Coded messages

Clear text

Prowords

Spellings

Con. situation

Requests

49

TASK

Read MOS training material in the form of printed prose or graphic representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate problems, interpret codes and complete forms.

CONDITIONS

Given technical, non-technical, lexical and structural features, (Appendix 9) in simple to complex printed form in any training situation. (Appendix 6)

STANDARDS

100% understanding of printed content.

*Captions with illustrations

Lists

Procedures

Information

Definitions

Outlines

Signs

Markers

References

Rules

Maps

Flags

Military documents

I.D. papers

Regulations

Extracts

Columns

Indices

Charts

Methods

Technical vocabulary

Standard Operating Procedures

Cartoons

Problems

Manuals

Graphic Training Aids

TASK

Identify, understand, interpret written utterances pertinent to MOS training in technical or non-technical language.

CONDITIONS

Given technical, non-technical, lexical and structural features (Appendix 9) in simple to complex written form in any training situation. (Appendix 6)

STANDARDS

100% understanding of written content.

*Lists

Information

Descriptions

Radiation readings off dosimeter

Coordinate scales

Call signs-suffixes

Three-letter codes

Examples

Calculations

Markings

Radio communications

Range cards

Notes

Messages

REDUCTION

ONE

(TASK PRIORITIZATION ACCORDING TO TASK CRITICALITY)

REDUCTION

TWO

(ENGLISH LANGUAGE SKILLS AS FOUND IN PRINTED
MOS MATERIAL, OBSERVATIONS AND TASK PRIOR-
TIZATION CHECKLIST.

REDUCTION
THREE

(VOCABULARY/TECHNICAL AND REAL-WORLD)

CLUSTERED TASK JOB
LANGUAGE PERFORMANCE
REQUIREMENTS

PRIORITY ONE AND TWO

OVERALL JOB LANGUAGE
PERFORMANCE REQUIREMENTS

INSTRUCTOR STIMULUS ACCORDING TO
POI FOR 11B
APPENDIX 14

listen - oral info. - pg. 14.1
listen - oral info. - pg. 14.1
speak - pg. 14.2
listen - oral info. - pg. 14.2
listen - oral info. - pg. 14.3
read - pg. 14.3
speak - pg. 14.4
speak - pg. 14.5
speak - pg. 14.6
speak - pg. 14.7
speak - pg. 14.7
speak - pg. 14.9
speak - pg. 14.9
listen to instructions - pg. 14.10
speak - pg. 14.12
listen to instructions - pg. 14.13
speak - pg. 14.15
speak - pg. 14.16

APPENDIX 15

speak - pg. 15.2
speak - pg. 15.3
speak - pg. 15.4
speak - pg. 15.5

APPENDIX 16

speak - pg. 16.2
speak - pg. 16.3
speak - pg. 16.4
speak - pg. 16.5

APPENDIX 17

speak - pg. 17.1
speak - pg. 17.2

APPENDIX 18

speak - pg. 18.3
speak - pg. 18.4

APPENDIX 19

speak - pg. 19.2
speak - pg. 19.3

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APPENDIX 20

speak - pg. 20.3
ak - pg. 20.4
ak - pg. 20.5
speak - pg. 20.6
speak - pg. 20.7
speak - pg. 20.8
speak - pg. 20.9

APPENDIX 21

speak - pg. 21.1
speak - pg. 21.2
speak - pg. 21.3

APPENDIX 22

speak - pg. 22.2
speak - pg. 22.4

APPENDIX 23

speak - pg. 23.2
speak - pg. 23.3

APPENDIX 24

ak - pg. 24.3
ak - pg. 24.4
speak - pg. 24.5

APPENDIX 25

speak - pg. 25.1
speak - pg. 25.2
speak - pg. 25.2
speak - pg. 25.2
speak - pg. 25.2
speak - pg. 25.3
speak - pg. 25.3
speak - pg. 25.3
speak - pg. 25.3
speak - pg. 25.3
speak - pg. 25.3

APPENDIX 26

speak - pg. 26.2
speak - pg. 26.2
speak - pg. 26.2
speak - pg. 26.2
speak - pg. 26.2
ak - pg. 26.2
ak - pg. 27.2
speak - pg. 27.2
speak - pg. 27.2
speak - pg. 27.3

APPENDIX 28

listen - receiving a briefing - pg. 28.2

APPENDIX 30

peak - pg. 30.1
peak - pg. 30.2
peak - pg. 30.3
peak - pg. 30.4
peak - pg. 30.5
peak - pg. 30.6

APPENDIX 31

speak - pg. 31.2
speak - pg. 31.3
speak - pg. 31.4

APPENDIX 32

speak - pg. 32.5

APPENDIX 33

speak - pg. 33.4
speak - pg. 33.5

APPENDIX 35

speak - pg. 35.2
speak - pg. 35.3
speak - pg. 35.4
speak - pg. 35.10
speak - pg. 35.11

APPENDIX 36

speak - pg. 36.5
speak - pg. 36.6
speak - pg. 36.7
speak - pg. 36.8
speak - pg. 36.10
speak - pg. 36.11

APPENDIX 37

speak - pg. 37.6
listen - will be read - pg. 37.7-37.8
speak - pg. 37.11
speak - pg. 37.12
speak - pg. 37.13
speak - pg. 37.16

APPENDIX 2 - ANNEX D

read instructions - pg. A-2-1-1
A-2-1-2
pg. A-2-2-1 Station 2
A-2-2-2 Station 2
pg. A-2-3-1 Station 3
A-2-4-2 Station 4
listen to verbal command pg. A-2-4-2 Station 4
read instructions pg. A-2-4-3
pg. A-2-5-1 Station 5
A-2-5-2 Station 5
A-2-5-4 Station 5
pg. A-2-6-1 Station 6
speak pg. A-2-7-1 Station 7
read instructions pg. A-2-7-1 Station 7
A-2-7-2 Station 7
A-2-7-3 Station 7
read instructions pg. A-2-8-1 Station 8
A-2-8-2 Station 8
pg. A-2-9-1 Station 9
A-2-9-2 Station 9
A-2-9-3 Station 9
pg. A-2-10-1 Station 10
A-2-11-1 Station 11
A-2-10-2 Station 10
A-2-11-3 Station 11
pg. A-2-12-1 Station 12

ANNEX F

Army Regulations

SKS:

TRACKS LI THIS MOS:

TITLE

YES/NO

IS TASK TAUGHT?

FOR WHICH TRACK?

IS TASK COMMON TO
MORE THAN ONE MOS?

LECTURE

SELF-PACED

DEMONSTRATION

HANDS-ON

CLASSROOM

IN THE FIELD

IS THE TASK
TESTED?

WRITTEN

PERFORMANCE

ORAL

DANGER TO
PERSON

DAMAGE TO
EQUIPMENT

HOW DIFFICULT IS TASK
FOR NON-NATIVES?

HOW IMPORTANT IS TASK
TO COMPLETE L.O. 1-6?

LISTENING

READING

HOW IS TASK
TAUGHT?

WHERE?

HOW IS
TASK
TESTED?

ISSUES OF
POOR PER-
FORMANCE

51

27

DATA OBTAINED FROM: Unit H. CraggTRAINING SPECIALIST A. Kern

UNIT	TEACHING METHOD	USE OF TESTS	MIS	COMPILED DATA
1	self-paced	written	1	AT ₁ : 5
2	hands-on	oral	1	AT ₂ : 9.6
3	demonstration	performance	1	AT ₁ +AT ₂ : 14.6
4	lecture		1	CA: 7.3(XI)
5			1	AT ₁ : 5
6			1	AT ₂ : 9.6
7			1	AT ₁ +AT ₂ : 14.6
8			1	CA: 7.3(XI)
9			1	AT ₁ : 5
10			1	AT ₂ : 9.6
11			1	AT ₁ +AT ₂ : 14.6
12			1	CA: 7.3(XI)
13			1	AT ₁ : 5
14			1	AT ₂ : 9.6
15			1	AT ₁ +AT ₂ : 14.6
16			1	CA: 7.3(XI)
17			1	AT ₁ : 5
18			1	AT ₂ : 9.6
19			1	AT ₁ +AT ₂ : 14.6
20			1	CA: 7.3(XI)
21			1	AT ₁ : 5
22			1	AT ₂ : 9.6
23			1	AT ₁ +AT ₂ : 14.6
24			1	CA: 7.3(XI)
25			1	AT ₁ : 5
26			1	AT ₂ : 9.6
27			1	AT ₁ +AT ₂ : 14.6
28			1	CA: 7.3(XI)
29			1	AT ₁ : 5
30			1	AT ₂ : 9.6
31			1	AT ₁ +AT ₂ : 14.6
32			1	CA: 7.3(XI)
33			1	AT ₁ : 5
34			1	AT ₂ : 9.6
35			1	AT ₁ +AT ₂ : 14.6
36			1	CA: 7.3(XI)
37			1	AT ₁ : 5
38			1	AT ₂ : 9.6
39			1	AT ₁ +AT ₂ : 14.6
40			1	CA: 7.3(XI)
41			1	AT ₁ : 5
42			1	AT ₂ : 9.6
43			1	AT ₁ +AT ₂ : 14.6
44			1	CA: 7.3(XI)
45			1	AT ₁ : 5
46			1	AT ₂ : 9.6
47			1	AT ₁ +AT ₂ : 14.6
48			1	CA: 7.3(XI)
49			1	AT ₁ : 5
50			1	AT ₂ : 9.6
51			1	AT ₁ +AT ₂ : 14.6
52			1	CA: 7.3(XI)
53			1	AT ₁ : 5
54			1	AT ₂ : 9.6
55			1	AT ₁ +AT ₂ : 14.6
56			1	CA: 7.3(XI)
57			1	AT ₁ : 5
58			1	AT ₂ : 9.6
59			1	AT ₁ +AT ₂ : 14.6
60			1	CA: 7.3(XI)
61			1	AT ₁ : 5
62			1	AT ₂ : 9.6
63			1	AT ₁ +AT ₂ : 14.6
64			1	CA: 7.3(XI)
65			1	AT ₁ : 5
66			1	AT ₂ : 9.6
67			1	AT ₁ +AT ₂ : 14.6
68			1	CA: 7.3(XI)
69			1	AT ₁ : 5
70			1	AT ₂ : 9.6
71			1	AT ₁ +AT ₂ : 14.6
72			1	CA: 7.3(XI)
73			1	AT ₁ : 5
74			1	AT ₂ : 9.6
75			1	AT ₁ +AT ₂ : 14.6
76			1	CA: 7.3(XI)
77			1	AT ₁ : 5
78			1	AT ₂ : 9.6
79			1	AT ₁ +AT ₂ : 14.6
80			1	CA: 7.3(XI)
81			1	AT ₁ : 5
82			1	AT ₂ : 9.6
83			1	AT ₁ +AT ₂ : 14.6
84			1	CA: 7.3(XI)
85			1	AT ₁ : 5
86			1	AT ₂ : 9.6
87			1	AT ₁ +AT ₂ : 14.6
88			1	CA: 7.3(XI)
89			1	AT ₁ : 5
90			1	AT ₂ : 9.6
91			1	AT ₁ +AT ₂ : 14.6
92			1	CA: 7.3(XI)
93			1	AT ₁ : 5
94			1	AT ₂ : 9.6
95			1	AT ₁ +AT ₂ : 14.6
96			1	CA: 7.3(XI)
97			1	AT ₁ : 5
98			1	AT ₂ : 9.6
99			1	AT ₁ +AT ₂ : 14.6
100			1	CA: 7.3(XI)
101			1	AT ₁ : 5
102			1	AT ₂ : 9.6
103			1	AT ₁ +AT ₂ : 14.6
104			1	CA: 7.3(XI)
105			1	AT ₁ : 5
106			1	AT ₂ : 9.6
107			1	AT ₁ +AT ₂ : 14.6
108			1	CA: 7.3(XI)
109			1	AT ₁ : 5
110			1	AT ₂ : 9.6
111			1	AT ₁ +AT ₂ : 14.6
112			1	CA: 7.3(XI)
113			1	AT ₁ : 5
114			1	AT ₂ : 9.6
115			1	AT ₁ +AT ₂ : 14.6
116			1	CA: 7.3(XI)
117			1	AT ₁ : 5
118			1	AT ₂ : 9.6
119			1	AT ₁ +AT ₂ : 14.6
120			1	CA: 7.3(XI)
121			1	AT ₁ : 5
122			1	AT ₂ : 9.6
123			1	AT ₁ +AT ₂ : 14.6
124			1	CA: 7.3(XI)
125			1	AT ₁ : 5
126			1	AT ₂ : 9.6
127			1	AT ₁ +AT ₂ : 14.6
128			1	CA: 7.3(XI)
129			1	AT ₁ : 5
130			1	AT ₂ : 9.6
131			1	AT ₁ +AT ₂ : 14.6
132			1	CA: 7.3(XI)
133			1	AT ₁ : 5
134			1	AT ₂ : 9.6
135			1	AT ₁ +AT ₂ : 14.6
136			1	CA: 7.3(XI)
137			1	AT ₁ : 5
138			1	AT ₂ : 9.6
139			1	AT ₁ +AT ₂ : 14.6
140			1	CA: 7.3(XI)
141			1	AT ₁ : 5
142			1	AT ₂ : 9.6
143			1	AT ₁ +AT ₂ : 14.6
144			1	CA: 7.3(XI)
145			1	AT ₁ : 5
146			1	AT ₂ : 9.6
147			1	AT ₁ +AT ₂ : 14.6
148			1	CA: 7.3(XI)
149			1	AT ₁ : 5
150			1	AT ₂ : 9.6
151			1	AT ₁ +AT ₂ : 14.6
152			1	CA: 7.3(XI)
153			1	AT ₁ : 5
154			1	AT ₂ : 9.6
155			1	AT ₁ +AT ₂ : 14.6
156			1	CA: 7.3(XI)
157			1	AT ₁ : 5
158			1	AT ₂ : 9.6
159			1	AT ₁ +AT ₂ : 14.6
160			1	CA: 7.3(XI)
161			1	AT ₁ : 5
162			1	AT ₂ : 9.6
163			1	AT ₁ +AT ₂ : 14.6
164			1	CA: 7.3(XI)
165			1	AT ₁ : 5
166			1	AT ₂ : 9.6
167			1	AT ₁ +AT ₂ : 14.6
168			1	CA: 7.3(XI)
169			1	AT ₁ : 5
170			1	AT ₂ : 9.6
171			1	AT ₁ +AT ₂ : 14.6
172			1	CA: 7.3(XI)
173			1	AT ₁ : 5
174			1	AT ₂ : 9.6
175			1	AT ₁ +AT ₂ : 14.6
176			1	CA: 7.3(XI)
177			1	AT ₁ : 5
178			1	AT ₂ : 9.6
179			1	AT ₁ +AT ₂ : 14.6
180			1	CA: 7.3(XI)
181			1	AT ₁ : 5
182			1	AT ₂ : 9.6
183			1	AT ₁ +AT ₂ : 14.6
184			1	CA: 7.3(XI)
185			1	AT ₁ : 5
186			1	AT ₂ : 9.6
187			1	AT ₁ +AT ₂ : 14.6
188			1	CA: 7.3(XI)
189			1	AT ₁ : 5
190			1	AT ₂ : 9.6
191			1	AT ₁ +AT ₂ : 14.6
192			1	CA: 7.3(XI)
193			1	AT ₁ : 5
194			1	AT ₂ : 9.6
195			1	AT ₁ +AT ₂ : 14.6
196			1	CA: 7.3(XI)
197			1	AT ₁ : 5
198			1	AT ₂ : 9.6
199			1	AT ₁ +AT ₂ : 14.6
200			1	CA: 7.3(XI)

MIS: 116NUMBER OF RESPONSES: ThreeDATA OBTAINED FROM: AJT H. Cragg TRAINING SPECIALIST: Antin/Chen

TASK	MIS	COMPILED DATA
101-104-105	110.5	
105	110.5	
106	110.5	
107	110.5	
108	110.5	
109	110.5	
110	110.5	
111	110.5	
112	110.5	
113	110.5	
114	110.5	
115	110.5	
116	110.5	
117	110.5	
118	110.5	
119	110.5	
120	110.5	
121	110.5	
122	110.5	
123	110.5	
124	110.5	
125	110.5	
126	110.5	
127	110.5	
128	110.5	
129	110.5	
130	110.5	
131	110.5	
132	110.5	
133	110.5	
134	110.5	
135	110.5	
136	110.5	
137	110.5	
138	110.5	
139	110.5	
140	110.5	
141	110.5	
142	110.5	
143	110.5	
144	110.5	
145	110.5	
146	110.5	
147	110.5	
148	110.5	
149	110.5	
150	110.5	
151	110.5	
152	110.5	
153	110.5	
154	110.5	
155	110.5	
156	110.5	
157	110.5	
158	110.5	
159	110.5	
160	110.5	
161	110.5	
162	110.5	
163	110.5	
164	110.5	
165	110.5	
166	110.5	
167	110.5	
168	110.5	
169	110.5	
170	110.5	
171	110.5	
172	110.5	
173	110.5	
174	110.5	
175	110.5	
176	110.5	
177	110.5	
178	110.5	
179	110.5	
180	110.5	
181	110.5	
182	110.5	
183	110.5	
184	110.5	
185	110.5	
186	110.5	
187	110.5	
188	110.5	
189	110.5	
190	110.5	
191	110.5	
192	110.5	
193	110.5	
194	110.5	
195	110.5	
196	110.5	
197	110.5	
198	110.5	
199	110.5	
200	110.5	

DATA OBTAINED FROM: Unit H. Bagg

TRAINING SPECIALIST B. Kern

TASK NO.	IMPORTANCE	UNIT	TEACHING METHOD	TESTING METHOD	COMPILED DATA	UNIT/UNIT
099-503	1105	2	self-paced	written	1111	W ₁ = 3.2
1001	1105	2	hands-on	oral	1535	W ₂ = 9.6
		2	demonstration	performance	1353	W ₃ = 12.8
		2	lecture		1333	CA = 6.4(X1)
1010	1000	2	self-paced	written	1111	W ₁ = 2.1
1002	1105	2	hands-on	oral	1535	W ₂ = 9.6
		2	demonstration	performance	1353	W ₃ = 11.7
		2	lecture		1333	CA = 5.8(X2)
1015	1000	2	self-paced	written	1535	W ₁ = 5
		2	hands-on	oral	1111	W ₂ = 9.6
		2	demonstration	performance	1353	W ₃ = 14.6
		2	lecture		1333	CA = 7.3(X1)
1007	1105	2	self-paced	written	1111	W ₁ = 1.6
		2	hands-on	oral	1535	W ₂ = 9.6
		2	demonstration	performance	1353	W ₃ = 11.2
		2	lecture		1333	CA = 5.6(X1)
1008	1105	2	self-paced	written	1535	W ₁ = 3.1
		2	hands-on	oral	1333	W ₂ = 9.6
		2	demonstration	performance	1535	W ₃ = 12.7
		2	lecture		1353	CA = 6.3(X1)
1017	0	2	self-paced	written	1535	W ₁ = 5
		2	hands-on	oral	1353	W ₂ = 9.6
		2	demonstration	performance	1333	W ₃ = 14.6
		2	lecture		1535	CA = 7.3(X1)
		2	self-paced	written	1535	W ₁ = 1.8
		2	hands-on	oral	1353	W ₂ = 9.6
		2	demonstration	performance	1333	W ₃ = 14.6
		2	lecture		1535	CA = 7.3(X1)

MCB: 110 NUMBER OF RESPONSES: Three

DATA OBTAINED FROM: H. Bagg TRAINING SPECIALIST: B. Kern

TASK NUMBER	DATE	NAME	UNIT	DIFFICULTY TESTED?	IMPORTANCE TO PERSON OR EQUIPMENT	TEACHING METHOD	OF INSTRUCTOR	WRITING READING SPEAKING LISTENING	CLASSIFIED DATA	DATE/UNIT
1006	1125	0	1005	1100	0	0	0	0	0	0
1007	1125	0	1005	1100	0	0	0	0	0	0
1008	1125	0	1005	1100	0	0	0	0	0	0
1009	1125	0	1005	1100	0	0	0	0	0	0
1010	1125	0	1005	1100	0	0	0	0	0	0
1011	1125	0	1005	1100	0	0	0	0	0	0
1012	1125	0	1005	1100	0	0	0	0	0	0
1013	1125	0	1005	1100	0	0	0	0	0	0
1014	1125	0	1005	1100	0	0	0	0	0	0
1015	1125	0	1005	1100	0	0	0	0	0	0
1016	1125	0	1005	1100	0	0	0	0	0	0
1017	1125	0	1005	1100	0	0	0	0	0	0
1018	1125	0	1005	1100	0	0	0	0	0	0
1019	1125	0	1005	1100	0	0	0	0	0	0
1020	1125	0	1005	1100	0	0	0	0	0	0
1021	1125	0	1005	1100	0	0	0	0	0	0
1022	1125	0	1005	1100	0	0	0	0	0	0
1023	1125	0	1005	1100	0	0	0	0	0	0
1024	1125	0	1005	1100	0	0	0	0	0	0
1025	1125	0	1005	1100	0	0	0	0	0	0
1026	1125	0	1005	1100	0	0	0	0	0	0
1027	1125	0	1005	1100	0	0	0	0	0	0
1028	1125	0	1005	1100	0	0	0	0	0	0
1029	1125	0	1005	1100	0	0	0	0	0	0
1030	1125	0	1005	1100	0	0	0	0	0	0
1031	1125	0	1005	1100	0	0	0	0	0	0
1032	1125	0	1005	1100	0	0	0	0	0	0
1033	1125	0	1005	1100	0	0	0	0	0	0
1034	1125	0	1005	1100	0	0	0	0	0	0
1035	1125	0	1005	1100	0	0	0	0	0	0
1036	1125	0	1005	1100	0	0	0	0	0	0
1037	1125	0	1005	1100	0	0	0	0	0	0
1038	1125	0	1005	1100	0	0	0	0	0	0
1039	1125	0	1005	1100	0	0	0	0	0	0
1040	1125	0	1005	1100	0	0	0	0	0	0
1041	1125	0	1005	1100	0	0	0	0	0	0
1042	1125	0	1005	1100	0	0	0	0	0	0
1043	1125	0	1005	1100	0	0	0	0	0	0
1044	1125	0	1005	1100	0	0	0	0	0	0
1045	1125	0	1005	1100	0	0	0	0	0	0
1046	1125	0	1005	1100	0	0	0	0	0	

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MOS: 110 NUMBER OF RESPONSES: 1000
 DATA OBTAINED FROM: Unit It Bagg TRAINING SPECIALIST B. Kern

MOS	WRITING	READING	SPEAKING	LISTENING	TEACHING	PERFORMANCE	SELF-PACED	HANDS-ON	DEMONSTRATION	LECTURE	PERSON OR EQUIPMENT IMPORTANCE	DIFFICULT?	TESTED?	CONFIDENTIAL DATA
1935	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	AT ₁ =17 AT ₂ =12.6 AT ₁ +AT ₂ =29.6 CA=7.1(x1)
1933	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	AT ₁ =0 AT ₂ =12.4 AT ₁ +AT ₂ =12.4 CA=6.3(x1)
1935	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(x1)
1933	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(x1)
1935	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	AT ₁ =5 AT ₂ =12.6 AT ₁ +AT ₂ =17.6 CA=8.8(x1)
1933	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	AT ₁ =5 AT ₂ =12.6 AT ₁ +AT ₂ =17.6 CA=8.8(x1)
1935	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	AT ₁ =5 AT ₂ =12.6 AT ₁ +AT ₂ =17.6 CA=8.8(x1)
1933	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	AT ₁ =5 AT ₂ =12.6 AT ₁ +AT ₂ =17.6 CA=8.8(x1)

MOS: 118 NUMBER OF RESPONSES: three
 DATA OBTAINED FROM: St. Boonings Art TRAINING SPECIALIST: Curtis/Conrad

MOS	WRITING	READING	SPEAKING	LISTENING	TEACHING	PERFORMANCE	SELF-PACED	HANDS-ON	DEMONSTRATION	LECTURE	PERSON OR EQUIPMENT IMPORTANCE	DIFFICULT?	TESTED?	CONFIDENTIAL DATA
2002	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	100.5
2007	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	100.5
2001	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	100.5
071-327-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	110.5
0201	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	110.5
071-326-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	110.5
0501	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	110.5
0502	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	110.5
0510	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	2	2	110.5

TASK NUM	MOS	DATA	METHODS				IMPORTANCE	DIFFICULT?	TESTED?	TEACHER	OF	DESTIN	FC	ALT/UNIT
			writing	reading	speaking	listening								
071-331	110	FM 21-15 P.O.I. MILPERCEN Regs:					5	2	2	✓	✓	✓	1	COMPILED DATA AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)
0801	112	TC lesson					5	2	2	✓	✓	✓	1	AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)
0802	110	FM 21-15 TC 938-01 MOS-F					5	2	2	✓	✓	✓	1	AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)
0803	112	FM 21-15 TC 938-01 MOS-F					5	2	2	✓	✓	✓	1	AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)
0804	110	FM 21-15 TC 938-01 MOS-F					5	2	2	✓	✓	✓	1	AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)
0805	112	FM 21-15 TC 938-01 MOS-F					5	2	2	✓	✓	✓	1	AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)
0806	110	FM 21-15 TC 938-01 MOS-F					5	2	2	✓	✓	✓	1	AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)
0807	112	FM 21-15 TC 938-01 MOS-F					5	2	2	✓	✓	✓	1	AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)
0808	110	FM 21-15 TC 938-01 MOS-F					5	2	2	✓	✓	✓	1	AT ₁ = 6.3 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.9 CA = 9.4(x 2)

MOS: 110 NUMBER OF RESPONSES: ONE ANSWER
 DATA OBTAINED FROM: St. Bagg - Unit TRAINING SPECIALIST: O. Kern

MOS: 110 NUMBER OF RESPONSES: THREE
 DATA OBTAINED FROM: St. Bagg (AIT) TRAINING SPECIALIST: Burtin/Chen

MOS: 11 B Unit

DATA OBTAINED FROM: St. Bragg

NUMBER OF RESPONSES: none three

TRAINING SPECIALIST: B. Kern

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TASK NUMBER	DATA	MIS	WRITTEN	ORAL	PERFORMANCE	SELF-PACED	HANDS-ON	DEMONSTRATION	LECTURE	FAMILIAR TO PERSON OR EQUIPMENT	IMPORTANCE	DIFFICULT?	TESTED?	U. L.		L. / UNIT	COMPILED DATA
														0	1		
2001	1105	1105	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 3.3 AT2 = 12.6 AT1+AT2 = 15.9 CA = 7.8(x1)
																	1
2002	1105	1105	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 3.3 AT2 = 12.6 AT1+AT2 = 15.9 CA = 7.8(x1)
																	1
113-571	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 0 AT2 = 12.6 AT1+AT2 = 12.6 CA = 6.3(x1)
																	1
2001	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 0 AT2 = 12.6 AT1+AT2 = 12.6 CA = 6.3(x1)
																	1
2002	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 0 AT2 = 12.6 AT1+AT2 = 12.6 CA = 6.3(x1)
																	1
1003	1020	0	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 2.3 AT2 = 12.6 AT1+AT2 = 14.9 CA = 7.4(x2)
																	1
1001	1020	1125	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 5.3 AT2 = 12.6 AT1+AT2 = 17.9 CA = 8.9(x2)
																	1
113-594	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 0 AT2 = 12.6 AT1+AT2 = 12.6 CA = 6.3(x1)
																	1
2005	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	5	AT1 = 0 AT2 = 12.6 AT1+AT2 = 12.6 CA = 6.3(x1)
																	1

MOS: 11 B NUMBER OF RESPONSES: three

DATA OBTAINED FROM: St. Benning (AIT) TRAINING SPECIALIST: Bartlett/Chandler

TASK NUMBER	DATA	MIS	WRITTEN	ORAL	PERFORMANCE	SELF-PACED	HANDS-ON	DEMONSTRATION	LECTURE	FAMILIAR TO PERSON OR EQUIPMENT	IMPORTANCE	DIFFICULT?	TESTED?
2001	1105	1105	0	0	0	0	0	0	0	0	0	0	2
1003	1020	0	0	0	0	0	0	0	0	0	0	0	2
1001	1020	1125	0	0	0	0	0	0	0	0	0	0	2
113-594	0	0	0	0	0	0	0	0	0	0	0	0	2
2005	0	0	0	0	0	0	0	0	0	0	0	0	2

[illegible]

NOS: 110 NUMBER OF RESPONSES: ~~100~~ 110
 DATA OBTAINED FROM: St. Bragg Unit TRAINING SPECIALIST B. Keen

FGS: 118 NUMBER OF RESPONSES: Three
DATA OBTAINED FROM: St. Benning AIT TRAINING SPECIALIST Chandler/B

DATE	TIME	LOCATION	TOPIC	ATTENDANCE	REMARKS
1007	1020		importance	1455	writing, reading, speaking, listening
1008	1020		importance	1455	writing, reading, speaking, listening
1009	1125		importance	1455	writing, reading, speaking, listening
1010	1020		importance	1455	writing, reading, speaking, listening
1011	1020		importance	1455	writing, reading, speaking, listening
1012	1020		importance	1455	writing, reading, speaking, listening

MOS: 11B

NUMBER OF RESPONSES: some three

DATA OBTAINED FROM: St. Bragg Unit TRAINING SPECIALIST B. Kain

TASK NUMBER	DATE	SIC	DATE	SOLDIERS P.O.I. MILPERCEN Regs:	QUAL		COMPILED DATA	
					difficult? tested?	writing reading speaking listening	written oral performance self-paced hands-on demonstration lecture	
2302	0				0	2	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.2(x1)	
2001	0				0	2	AT ₁ = 3.3 AT ₂ = 12.6 AT ₃ = 15.9 CA = 7.9(x1)	
2003	0				0	2	AT ₁ = 3.3 AT ₂ = 12.6 AT ₃ = 15.9 CA = 7.9(x1)	
2004	0				0	2	AT ₁ = 1.6 AT ₂ = 12.6 AT ₃ = 14.2 CA = 7.9(x1)	
2007	0				0	2	AT ₁ = 3.3 AT ₂ = 12.6 AT ₃ = 15.9 CA = 7.9(x1)	
2006	0				0	2	AT ₁ = 2.6 AT ₂ = 12.6 AT ₃ = 15.2 CA = 7.9(x1)	
091-2	0				0	2	AT ₁ = 1.6 AT ₂ = 12.6 AT ₃ = 14.2 CA = 7.9(x1)	
2303	0				0	2	AT ₁ = 1.6 AT ₂ = 12.6 AT ₃ = 14.2 CA = 7.9(x1)	

DATA OBTAINED FROM: H. Bragg Unit TRAINING SPECIALIST B. Kna

TASK NUMBER	DATE	SOLDIER'S NAME	SIB	DATA	UNIT	IMPORTANCE	TEACHING METHOD	EFG	COMPILED DATA
2304	0	0	0	0	2	2	difficult?	2	2
							tested?	2	2
							danger to person or equipment	5	5
							written	1	1
2305	0	0	0	0	2	2	difficult?	2	2
							tested?	2	2
							danger to person or equipment	5	5
							written	1	1
2101	1	1	1	1	2	2	difficult?	2	2
							tested?	2	2
							danger to person or equipment	5	5
							written	1	1
2102	1	1	1	1	2	2	difficult?	2	2
							tested?	2	2
							danger to person or equipment	5	5
							written	1	1
2103	1	1	1	1	2	2	difficult?	2	2
							tested?	2	2
							danger to person or equipment	5	5
							written	1	1
2104	1	1	1	1	2	2	difficult?	2	2
							tested?	2	2
							danger to person or equipment	5	5
							written	1	1
2105	1	1	1	1	2	2	difficult?	2	2
							tested?	2	2
							danger to person or equipment	5	5
							written	1	1

B. Kern

Three

Bentin / ch

PAGE	TACTA	ELIS	ON INSTRUCTION	TEACHING TECHNIQUE	Importance	14	PAGE	TACTA	ELIS	ON INSTRUCTION	TEACHING TECHNIQUE	Importance	14
071-348	110	110	110	110	110	110	071-312	100	100	100	100	100	100
2201	110	110	110	110	110	110	3001	100	100	100	100	100	100
2202	110	110	110	110	110	110	071-317	100	100	100	100	100	100
2203	110	110	110	110	110	110	2203	100	100	100	100	100	100
191-516	0	0	0	0	0	0	0105	0	0	0	0	0	0
0105	0	0	0	0	0	0	0104	0	0	0	0	0	0
0104	0	0	0	0	0	0	071-312	100	100	100	100	100	100
071-312	100	100	100	100	100	100	3001	100	100	100	100	100	100
3001	100	100	100	100	100	100	071-317	100	100	100	100	100	100
071-317	100	100	100	100	100	100	2203	100	100	100	100	100	100
2203	100	100	100	100	100	100							

[illegible]

DATA OBTAINED FROM: 3d. Bragg (Unit) TRAINING SPECIALIST B. Keen

UNIT	difficult? tested?	IMPORTANCE TO person or equipment importance	TEACHING METHOD				OF TESTING	TYPE	COMPILED DATA	TIME/UNIT
			canter to	lecture	demonstration	hands-on				
2	0	5	✓	✓	✓	✓	✓	written oral	✓	$AT_1 = 6.3$ $AT_2 = 12.6$ $AT_1 + AT_2 = 18.9$ $CA = 9.5 (X2)$
	2	5	✓	✓	✓	✓	✓	performance	✓	
	2	5	✓	✓	✓	✓	✓	listening	✓	
2	0	5	✓	✓	✓	✓	✓	written oral	✓	$AT_1 = 6.3$ $AT_2 = 12.6$ $AT_1 + AT_2 = 18.9$ $CA = 9.5 (X2)$
	2	5	✓	✓	✓	✓	✓	performance	✓	
	2	5	✓	✓	✓	✓	✓	listening	✓	
2	0	5	✓	✓	✓	✓	✓	written oral	✓	$AT_1 = 2.6$ $AT_2 = 12.6$ $AT_1 + AT_2 = 15.2$ $CA = 7.6 (X1)$
	2	5	✓	✓	✓	✓	✓	performance	✓	
	2	5	✓	✓	✓	✓	✓	listening	✓	
2	0	5	✓	✓	✓	✓	✓	written oral	✓	$AT_1 = 2.6$ $AT_2 = 12.6$ $AT_1 + AT_2 = 15.2$ $CA = 7.6 (X1)$
	2	5	✓	✓	✓	✓	✓	performance	✓	
	2	5	✓	✓	✓	✓	✓	listening	✓	
2	0	5	✓	✓	✓	✓	✓	written oral	✓	$AT_1 = 1$ $AT_2 = 12.6$ $AT_1 + AT_2 = 13.6$ $CA = 6.8 (X1)$
	2	5	✓	✓	✓	✓	✓	performance	✓	
	2	5	✓	✓	✓	✓	✓	listening	✓	
2	0	5	✓	✓	✓	✓	✓	written oral	✓	$AT_1 = 5$ $AT_2 = 12.6$ $AT_1 + AT_2 = 17.6$ $CA = 8.8 (X1)$
	2	5	✓	✓	✓	✓	✓	performance	✓	
	2	5	✓	✓	✓	✓	✓	listening	✓	
2	0	5	✓	✓	✓	✓	✓	written oral	✓	$AT_1 = 5$ $AT_2 = 12.6$ $AT_1 + AT_2 = 17.6$ $CA = 8.8 (X1)$
	2	5	✓	✓	✓	✓	✓	performance	✓	
	2	5	✓	✓	✓	✓	✓	listening	✓	

NUMBER OF RESPONSES: Three

DATA OBTAINED FROM: St. Benning (AIT) TRAINING SPECIALIST: Chen • B

TASK	NIN	DATA
3307	1125 1105 0	writing reading speaking listening written oral performance self-paced access-on constrat lecture P.O.I. MILBERGEN Reqs: TC7-7 TC7-24
3308	1125 1105 0	writing reading speaking listening written oral performance self-paced access-on constrat lecture P.O.I. MILBERGEN Reqs: TC7-7 TC7-24
71-325	1003 1005 10	writing reading speaking listening written oral performance self-paced access-on constrat lecture P.O.I. MILBERGEN Reqs: TC7-7 TC7-24
4402	1103 1105 10	writing reading speaking listening written oral performance self-paced access-on constrat lecture P.O.I. MILBERGEN Reqs: TC7-7 TC7-24
4405	1103 10 0	writing reading speaking listening written oral performance self-paced access-on constrat lecture P.O.I. MILBERGEN Reqs: TC7-7 TC7-24
051-192	1105 1105 1105	writing reading speaking listening written oral performance self-paced access-on constrat lecture P.O.I. MILBERGEN Reqs: TC7-7 TC7-24
1502	1105 1105 1105	writing reading speaking listening written oral performance self-paced access-on constrat lecture P.O.I. MILBERGEN Reqs: TC7-7 TC7-24
1505	1105 1105 1105	writing reading speaking listening written oral performance self-paced access-on constrat lecture P.O.I. MILBERGEN Reqs: TC7-7 TC7-24

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DATA OBTAINED FROM: 7th. Bragg (Unit) TRAINING SPECIALIST B. Kern

[illegible]

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DATA OBTAINED FROM: St Cragg (Unit) TRAINING SPECIALIST B. Kern

TASK NUMBER	DATE	SOLDIERS P.O.I. MILPERGEN Regs:	WRITING READING SPEAKING LISTENING	ORAL PERFORMANCE	SELF-PACED HANDS-ON DEMONSTRATION LECTURE	TEACHER TO LEARNER RATIO	DIFFICULT?	TESTED?	COMPILED DATA
6505			1 1 1 1	1 1 1 1	1 1 1 1	5 5 5	2 2 0	2 2 2	AT ₁ = 0 AT ₂ = 12.6 AT ₁ + AT ₂ = 12.6 CA = 6.3 (X1)
506			1 1 1 1	1 1 1 1	1 1 1 1	5 5 5	2 2 0	2 2 2	AT ₁ = 0 AT ₂ = 12.6 AT ₁ + AT ₂ = 12.6 CA = 6.3 (X1)
6507			1 1 1 1	1 1 1 1	1 1 1 1	5 5 5	2 2 0	2 2 2	AT ₁ = 0 AT ₂ = 12.6 AT ₁ + AT ₂ = 12.6 CA = 6.3 (X1)
6508			1 1 1 1	1 1 1 1	1 1 1 1	5 5 5	2 2 0	2 2 2	AT ₁ = 0 AT ₂ = 12.6 AT ₁ + AT ₂ = 12.6 CA = 6.3 (X2)
6509			1 1 1 1	1 1 1 1	1 1 1 1	5 5 5	2 2 0	2 2 2	AT ₁ = 0 AT ₂ = 12.6 AT ₁ + AT ₂ = 12.6 CA = 6.3 (X1)
-071-328-			1 1 1 1	1 1 1 1	1 1 1 1	5 5 5	2 2 0	2 2 2	AT ₁ = 1.6 AT ₂ = 12.6 AT ₁ + AT ₂ = 14.2 CA = 7.1 (X1)
5301			1 1 1 1	1 1 1 1	1 1 1 1	5 5 5	2 2 0	2 2 2	AT ₁ = 1.6 AT ₂ = 12.6 AT ₁ + AT ₂ = 14.2 CA = 7.1 (X1)
- 53			1 1 1 1	1 1 1 1	1 1 1 1	5 5 5	2 2 0	2 2 2	AT ₁ = 1.6 AT ₂ = 12.6 AT ₁ + AT ₂ = 14.2 CA = 7.1 (X1)

MOS: 11 B NUMBER OF RESPONSES: three

DATA OBTAINED FROM: H. Benning (ATT) TRAINING SPECIALIST: Bentin/c

21		27		MOS: 11B		NUMBER OF RESPONSES: 12				
DATA OBTAINED FROM: Jt. Bragg (Unit)		TRAINING SPECIALIST B. Kim								
Task Number	DATE	MOS				DATA				
		writing	reading	speaking	listening	written	oral	performance	self-paced	
		importance	difficult?	tested?	importance	difficult?	tested?	importance	difficult?	tested?
5304	11-05	1105	0	0	1105	0	0	1105	0	0
121-090	0	0	0	0	0	0	0	0	0	0
2501	0	0	0	0	0	0	0	0	0	0
814-88-0	0	0	0	0	0	0	0	0	0	0
2001	0	0	0	0	0	0	0	0	0	0
071-316-	1125	1125	0	0	1125	0	0	1125	0	0
2500	1105	1105	0	0	1105	0	0	1105	0	0
2501	1125	1125	0	0	1125	0	0	1125	0	0
2502	1125	1125	0	0	1125	0	0	1125	0	0
2503	1105	1105	0	0	1105	0	0	1105	0	0

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DATA OBTAINED FROM: St. Gregg (Unit) TRAINING SPECIALIST B. Kern

TASK NUMBER	DATE	EIS				TEACHING				UNIT				OF				AI/UNIT
		writing	reading	speaking	listening	written	oral	performance	self-paced	hands-on	demonstration	lecture	danger to person or equipment	importance	difficult?	tested?		
2504	11/25/55	1	5	1	5	✓	✓	✓	✓	✓	✓	✓	5	5	2	2	AT ₁ = 7.6 AT ₂ = 12.6 AT ₁ + AT ₂ = 20.2 CA = 10.1 (x2)	
2505	11/25/55	1	5	1	5	✓	✓	✓	✓	✓	✓	✓	5	5	2	2	AT ₁ = 6.1 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.7 CA = 9.3 (x2)	
2506	11/25/55	1	5	1	5	✓	✓	✓	✓	✓	✓	✓	5	5	2	2	AT ₁ = 6.1 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.7 CA = 9.3 (x2)	
071-317-0000	11/25/55	1	5	1	5	✓	✓	✓	✓	✓	✓	✓	5	5	2	2	AT ₁ = 6.1 AT ₂ = 12.6 AT ₁ + AT ₂ = 18.7 CA = 9.3 (x2)	
071-316-2551	11/25/55	1	5	1	5	✓	✓	✓	✓	✓	✓	✓	5	5	2	2	AT ₁ = 3.1 AT ₂ = 12.6 AT ₁ + AT ₂ = 15.7 CA = 7.9 (x2)	
2552	11/25/55	1	5	1	5	✓	✓	✓	✓	✓	✓	✓	5	5	2	2	AT ₁ = 3.1 AT ₂ = 12.6 AT ₁ + AT ₂ = 15.7 CA = 7.9 (x2)	
67	11/25/55	1	5	1	5	✓	✓	✓	✓	✓	✓	✓	5	5	2	2	AT ₁ = 0 AT ₂ = 12.1 AT ₁ + AT ₂ = 12.1	

MCs: 11B NUMBER OF RESPONSES: three

DATA OBTAINED FROM: St. Benning (AIT) TRAINING SPECIALIST: Cartier/C

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27DATA OBTAINED FROM: H. Bragg (unit) TRAINING SPECIALIST B. Kun

UNIT	TEACHING METHOD	OF TESTIN	METS	COMPILED DATA
	self-paced	written	writing	
	hands-on	oral	reading	
	demonstration	performance	speaking	
	lecture		listening	
	anger to			
	person or			
	equipment			
	importance			
	difficult?			
	tested?			

MOS: 11BNUMBER OF RESPONSES: threeDATA OBTAINED FROM: H. Bragg (AT) TRAINING SPECIALIST: B. Kun

TASK NUMBER	UNIT	TEACHING METHOD	OF TESTIN	METS	COMPILED DATA
3452					AT=0 AT2=12.6 AT1+AT2=12.6 CA=6.3(X1)
3453					AT=0 AT2=12.6 AT1+AT2=12.6 CA=6.3(X1)
3454					AT=0 AT2=12.6 AT1+AT2=12.6 CA=6.3(X1)
3455					AT=0 AT2=12.6 AT1+AT2=12.6 CA=6.3(X1)
2314					AT=0 AT2=12.6 AT1+AT2=12.6 CA=6.3(X1)
2315					AT=0 AT2=12.6 AT1+AT2=12.6 CA=6.3(X1)
011-312-1000					AT=0 AT2=12.6 AT1+AT2=12.6 CA=6.3(X1)
3005					AT=0 AT2=12.6 AT1+AT2=12.6 CA=6.3(X1)

DATA OBTAINED FROM: 74. Bragg (Unit) TRAINING SPECIALIST B. 14m

TASK NUMBER	UNIT	IMPORTANCE	DEMONSTRATION	HANDS-ON	SELF-PACED	PERFORMANCE	WRITTEN	LISTENING	SPEAKING	READING	WRITING	COMPILED DATA	UNIT
24	27												
3006	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27
3007	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27
2310	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27
071-212	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27
2311	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27
113-587	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27
2002	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27
3004	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27
20	27	0	0	0	0	0	0	0	0	0	0	AT ₁ = 0 AT ₂ = 12.6 AT ₃ = 12.6 CA = 6.3(X)	27

MOS: 11 B NUMBER OF RESPONSES: three

DATA OBTAINED FROM: 74 Bragg (AIT) TRAINING SPECIALIST: Bragg

DATA OBTAINED FROM: St. Bugg (Unit) TRAINING SPECIALIST B. Kern

TASK NUMBER	UNIT	IMPORTANCE	DIFFICULT?	TESTED?	TEACHER'S METHOD	TYPE OF TEST	COMPILED DATA	UNIT/UNIT
113-609-0	1001	5	2	2	self-paced	written	AT=0	11
1002	1002	5	2	2	hands-on demonstration	oral performance	AT=0	11
113-622-0	1002	5	2	2	lecture	self-paced	AT=0	11
2002	2002	5	2	2	hands-on demonstration	oral performance	AT=0	11
001-326-1105	5501	5	2	2	lecture	written	AT=0	11
5605	5605	5	2	2	hands-on demonstration	oral performance	AT=0	11
5606	5606	5	2	2	lecture	written	AT=0	11

FOS: 110 NUMBER OF RESPONSES: Three

DATA OBTAINED FROM: St. Banning (ATT) TRAINING SPECIALIST: Curtis K. Hare

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27DATA OBTAINED FROM: H. Gaff (unit)TRAINING SPECIALIST B. Kern

Task Number	SOLDIER P.O.I. MILITARY Regt	L.S.	TEACHING TESTING	U.S.	IMPORTANCE	DIFFICULTY?	TESTED?	COMPILED DATA
51-193-0								AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(XI)
1503								AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(XI)
1003								AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(XI)
1004								AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(XI)
1005								AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(XI)
1006								AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(XI)
1010								AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(XI)
1501								AT ₁ =0 AT ₂ =12.6 AT ₁ +AT ₂ =12.6 CA=6.3(XI)

NOS: 118 NUMBER OF RESPONSES: three
 DATA OBTAINED FROM: H. Banning (AIT) TRAINING SPECIALIST: Banning

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DATA OBTAINED FROM: H. Bragg (unit) TRAINING SPECIALIST B Kern

[illegible]

Record of Task Weighting

TASK NUMBER	CUM. AVERAGE (CA)	CONSTANT MULTIPLE (CH)	ADJUSTED CUM. TOTAL (A1)
081-831-1004	7.3	1	7.3
1005	7.3	1	7.3
1006	7.3	1	7.3
1007	7.3	1	7.3
1008	7.3	1	7.3
1010	6.5	1	6.5
1011	6.3	1	6.3
092-503-1001	6.4	1	6.4
1010	5.8	2	11.6
1002	7.3	1	7.3
1015	5.6	1	5.6
1007	6.3	1	6.3
1008	7.3	1	7.3
1014	5.7	1	5.7
1006	8.6	2	17.2
1009	6.3	1	6.3
1005	8.6	2	17.2
081-831-1012	8.6	2	17.2
1017	8.6	2	17.2
1009	6.8	1	6.8
092-503-1004	8.6	2	17.2
2002	7.1	1	7.1
2007	6.3	1	6.3
2001	6.3	1	6.3
071-327-0201	8.8	1	8.8
071-326-0501	8.8	1	8.8
0502	8.8	1	8.8
0510	8.8	1	8.8
0511	8.8	1	8.8
071-326-0503	8.8	1	8.8
0512	7.3	1	7.3
0513	8.8	1	8.8
5703	8.8	1	8.8
0600	9.8	2	19.6
071-329-1021	6.3	1	6.3
061-283-6002	6.3	1	6.3
061-283-6003	6.3	1	6.3
071-326-5704	8.3	2	16.6
051-202-1001	9.4	2	18.8
1002	9.4	2	18.8
1003	9.4	2	18.8
071-331-0852	9.4	2	18.8
071-331-0801	9.4	2	18.8
0802	9.4	2	18.8
0803	9.4	2	18.8
0804	6.3	2	12.6
0305	8.6	1	8.6
0806	8.6	2	17.2
0808	6.3	1	6.3

TASK NUMBER	GM AVERAGE (CA)	CONCENTRATION MULTIPLIER (CM)	ADJUSTED AVERAGE (ACI)
071-331-0807	6.3	1	6.3
0809	6.3	1	6.3
0810	6.3	2	12.6
0811	6.3	2	12.6
113-600-3001	6.3	1	6.3
1001	8.8	1	8.8
113-587-3005	6.3	1	6.3
2001	7.8	1	7.8
8001	6.4	1	6.4
113-571-2001	6.3	1	6.3
2002	6.3	1	6.3
1003	7.4	2	14.8
1001	8.9	2	17.8
113-594-2005	6.3	1	6.3
071-329-1001	7.8	2	15.6
1002	7.6	1	7.6
1010	6.3	1	6.3
1009	7.8	1	7.8
1003	8.6	2	17.2
1018	6.6	2	13.2
071-329-1006	6.6	2	13.2
071-329-1007	6.6	2	13.2
1008	6.6	2	13.2
1004	8.1	2	16.2
1011	8.1	2	16.2
1005	6.3	2	12.6
1012	6.6	2	13.2
071-315-2301	6.6	2	13.2
2302	6.3	1	6.3
071-311-2001	7.9	1	7.9
2003	7.9	1	7.9
2004	7.1	1	7.1
2007	7.9	1	7.9
2006	7.6	1	7.6
071-311-2303	7.1	1	7.1
2304	6.3	1	6.3
2305	6.3	1	6.3
2101	6.8	1	6.8
2102	7.9	1	7.9
2103	6.9	1	6.9
2104	7.1	1	7.1
2105	7.1	1	7.1
071-318-2201	8.8	1	8.8
2202	8.5	1	8.5
2203	8.8	1	8.8
191-376-0105	6.3	1	6.3
0104	6.3	1	6.3
071-312-3001	6.9	1	6.9
071-317-3002	7.6	1	7.6

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TASK NUMBER	CUM AVERAGE (CA)	CONSTANT MULTIPLIER (C)	ADJUSTED CUM. AVERAGE (CA)
3004	6.8	1	6.8
3003	6.8	1	6.8
071-317-3301	9.4	2	18.8
3302	10.3	2	20.6
3304	9.4	2	18.8
3303	9.4	2	18.8
3306	10.3	2	20.6
3307	9.5	2	19
3308	9.5	2	19
071-325-4401	7.6	1	7.6
4402	7.6	1	7.6
4405	6.8	1	6.8
051-192-1502	8.8	1	8.8
1505	6.3	1	6.3
1506	6.3	1	6.3
1508	8.4	1	8.4
1018	7.4	1	7.4
1002	6.8	1	6.8
1012	6.8	1	6.8
1021	7.1	1	7.1
1022	7.7	1	7.7
1501	6.3	1	6.3
071-325-4406	6.3	1	6.3
051-192-2026	6.3	1	6.3
071-333-6001	6.3	1	6.3
6002	6.3	1	6.3
6003	6.3	1	6.3
6004	6.3	1	6.3
6005	6.3	1	6.3
6007	6.3	1	6.3
6008	6.3	1	6.3
6501	6.3	1	6.3
6502	6.3	1	6.3
6503	6.3	1	6.3
6504	6.3	1	6.3
6505	6.3	1	6.3
6506	6.3	1	6.3
6507	6.3	1	6.3
6508	6.3	2	12.6
6509	6.3	1	6.3
071-328-5301	7.1	1	7.1
5302	7.1	1	7.1
5304	7.1	1	7.1
121-303-2501	6.3	1	6.3
874-896-2001	6.3	1	6.3
071-316-2500	9.4	2	18.8
2501	9.4	2	18.8
2502	9.4	2	18.8
2503	9.4	2	18.8

TASK NUMBER	CUM AVERAGE (CA)	CONCEN MULTIPLY (CM)	ADJUST COR. FACTOR (CST)
2504	10.1	2	20.2
2505	9.3	2	18.6
2506	9.3	2	18.6
071-317-0000	9.3	2	18.6
071-316-2551	7.9	2	15.8
2552	7.9	2	15.8
071-313-3451	6.3	1	6.3
3452	6.3	1	6.3
3453	6.3	1	6.3
3454	6.3	1	6.3
3455	6.3	1	6.3
2314	6.3	1	6.3
2315	6.3	1	6.3
071-312-3005	6.3	1	6.3
3006	6.3	1	6.3
3007	6.3	1	6.3
2310	6.3	1	6.3
071-312-2311	6.3	1	6.3
113-587-2002	6.3	1	6.3
3004	6.3	1	6.3
2020	6.3	1	6.3
113-609-1001	6.3	1	6.3
1002	6.3	1	6.3
113-622-1002	6.3	1	6.3
2002	6.3	1	6.3
071-326-5501	8.8	1	8.8
5605	8.8	1	8.8
5606	8.8	1	8.8
051-193-1503	6.3	1	6.3
1003	6.3	1	6.3
1004	6.3	1	6.3
1005	6.3	1	6.3
1006	6.3	1	6.3
1010	6.3	1	6.3
1501	6.3	1	6.3
1502	6.3	1	6.3
071-333-6076	6.3	1	6.3

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(all tasks listed are multiplied by two)

092-503-1010	5.2
092-503-1016	8.6
092-503-1005	8.6
081-831-1012	8.6
081-831-1017	8.6
092-503-1004	8.6
071-326-0600	9.8
071-326-5704	8.3
051-202-1001	9.4
051-202-1002	9.4
051-202-1003	9.4
071-331-0852	9.4
071-331-0801	9.4
071-331-0802	9.4
071-331-0803	9.4
071-331-0804	6.3
073-331-0805	8.6
071-331-0806	8.6
071-331-0810	6.3
071-331-0811	6.3
113-571-1003	7.4
113-571-1001	8.9
071-329-1001	7.8
071-329-1003	8.6
071-329-1018	6.6
071-329-1006	6.6
071-329-1007	6.6
071-329-1008	6.6
071-329-1004	8.1
071-329-1011	8.1
071-329-1005	6.3
071-329-1012	6.6
071-315-2301	6.6
071-317-3301	9.4
071-317-3302	10.3
071-317-3304	9.4
071-317-3303	9.4
071-317-3305	10.3
071-317-3307	9.5
071-317-3308	9.5
071-333-6508	6.3
071-316-2500	9.4
071-316-2501	9.4
071-316-2502	9.4
071-316-2503	9.4
071-316-2504	10.1
071-316-2505	9.3
071-316-2506	9.3
071-317-0000	9.3
071-316-2551	7.9
071-316-2552	7.9

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TASK CLASSIFIERS ACCORDING
TO TOPICS AND TASK PRIORITY

SKILL LEVEL 1

BATTLEFIELD SURVIVAL

	<u>First Aid</u>
Priority II	051-531-1004 1005 1006 1007 1008 1010 1011
	<u>Nuclear, Biological, and Chemical (NBC)</u>
Priority I	092-503-1005 092-503-1005 081-831-1012 081-831-1017 092-503-1004 1010
Priority II	092-503-1001 1002 1015 1007 1008 1014 1009 081-831-1009
	<u>Individual Fitness</u>
Priority II	071-327-1001

COMBAT TRAINING

	<u>Basic Individual Techniques</u>
Priority I	071-326-0500
Priority II	071-326-0501 0502 0510 0511 0503 0512 0513 5703
	<u>Camouflage, Cover, and Concealment</u>
Priority I	051-202-1001 1002 1003 071-331-0852

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Security and Intelligence

Priority I 071-331-0801
0802
0803
0804
0805

Priority II 071-331-0805
0808

Communications
Priority II 113-600-3001
1001
113-587-3005
2001

Land Navigation
Priority I 071-329-1001
1003
1018
Priority II 071-329-1002
1010
1009

Night Vision Device
Priority I 071-311-2301
Priority II 2302

WEAPONS

M16A1 Rifle
Priority II 071-311-2001
2003
2004
2007
2006
2303
2304
2305

M203 Grenade Launcher
Priority II 071-311-2101
2102

Light Antitank Weapon (LAW)
Priority II 071-318-2201
2202
071-318-2203

M60 Machinegun
Priority II 071-312-3001
3002

Dragon
Priority I 071-317-3301
3302
3304
3308

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AND GRENADES, MINES, AND CROWD CONTROL

Priority II Hand Grenades
071-325-4401
4402
4405

Priority II Mines
051-192-1502
1505
1506
1008
1018
1002
1012
1021
1022
1501

DUTY POSITION TASKS-SKILL LEVEL I

Priority I TOW Crewman (HAN)
071-316-2500
2501
2502
2503
2504
2505
2506

Priority II 071-317-0000
191-376-0105
191-376-0104

Priority I 106-MM Reco Crewman (HAN) (RC)
071-317-3600
071-319-3601

Priority II 3602
3603
3604
3605
3606
3608
3609
3610
191-376-0105
0104

Priority II M60 Machinegunner
071-312-3005
3001
3002
3004
3003
3006
3007
3009
3008
2310
2311
191-376-0105

92

Scout Gunner. (Mechanized Infantry Only)
 Priority I 071-313-3451
 3452
 3453
 3454
 3455
 2314
 2315

Scout (Light Infantry Only)
 Priority I 113-571-1003
 Priority II 071-312-3005
 3004
 3009
 3008
 2310
 2311
 113-587-3004
 2020
 113-573-8001
 113-571-2001
 2002
 1005
 113-609-1001
 1002
 061-283-6002
 6003

M203 Grenadier
 Priority II 071-311-2102
 2102
 2103
 2104
 2105

Dragon Gunner
 Priority I 071-317-3302
 3304 *
 3303
 0000 *
 3306
 3307
 3308 *

90-MM Recoilless Rifle Crewman
 Priority I 071-317-0000 *
 Priority II 071-319-3151
 3152
 3153
 3155
 3307

Radiotelephone Operator
 Priority II 113-600-3001
 1001
 113-587-3005

93

2001
2002
1003
1001
113-594-2005
113-609-1001
1002
113-622-1002
2002

Priority II Wheeled Vehicle Driver
071-333-6001
6002
6003
6004
6005
6006
6007
6008

Priority I Tracked Vehicle Driver (Mechanized Units Only)
Priority II 071-333-6508
071-333-6501
6502
6503
6504
6505
6506
6507
6509

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TASK CLUSTERS ACCORDING
TO TOPICS AND TASK PRIORITY

SKILL LEVEL 2

BATTLEFIELD SURVIVAL

Priority II First Aid
081-831-1001
0801
0802
0803
0804
0805
0806
0807
0808
0809
0810
0811

Priority I Nuclear, Biological, and Chemical
092-503-1005 - also skill level 1
1005
081-831-1012
1017

Priority II 092-503-1004
092-503-1001
1010
1002
1015
1007
1008
1014
1009
081-831-1009
092-503-2002
2007
2001

Priority II Individual Fitness
071-327-0201

COMBAT, TECHNIQUES

Priority I Basic Individual Techniques
071-326-0600 - also skill level 1
5704

Priority II 071-326-0501
0502
0510
0511
0503
0512
0513
5703
071-329-1021
061-283-6002
6003

95

AD-A121 102

TRAINING REQUIREMENTS AND JOB LANGUAGE PERFORMANCE
REQUIREMENTS FOR MOS 11B INFANTRYMAN(U) DEFENSE
LANGUAGE INST LACKLAND AFB TX ENGLISH LANGUAGE CENTER

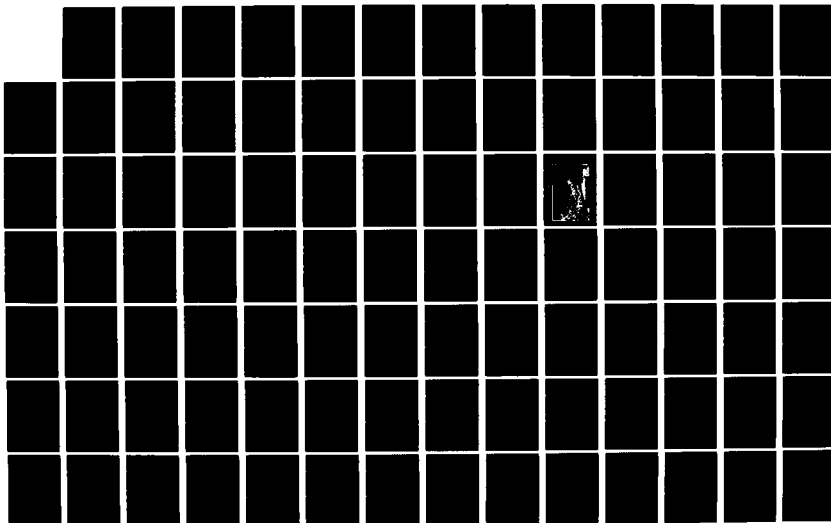
273

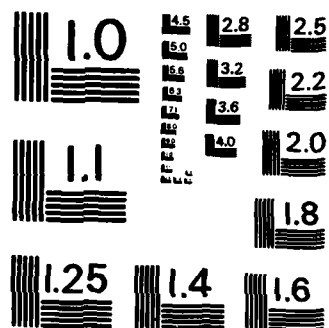
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Camouflage, Cover and Concealment
 Priority I 051-201-1001 also skill level 1
 1002 also skill level 1
 1003 also skill level 1
 071-331-0552 also skill level 1

Security and Intelligence
 Priority I 071-551-0801 also skill level 2
 0802 also skill level 2
 0803 also skill level 2
 0804 also skill level 2
 0806 also skill level 2
 0810 also skill level 2
 0811 also skill level 2
 Priority II 071-331-0805
 0808
 0807
 0809

Communications
 Priority I 113-571-1003 also skill level 1
 1001
 Priority II 113-587-3005
 2001
 8001
 2001
 2002
 2005

Land Navigation
 Priority I 071-329-1001 also skill level 1
 1003 also skill level 1
 018 also skill level 1
 1006
 1007
 1004
 1011
 1005
 1012
 Priority II 071-329-1002
 1010
 1008

Night Vision Devices
 Priority I 071-315-2301 also skill level 2
 Priority II 071-315-2302

96-

WEAPONS

Priority II M16A1 Rifle
 071-311-2001
 2003
 2004
 2007
 2006
 2303
 2304

Priority II M203 Grenade Launcher
 071-311-2102
 2101
 2103
 2104
 2105

Priority II Light Antitank Weapon (LAW)
 071-318-2201
 2202
 2203

Priority II Caliber .45 Pistol
 191-376-0105
 0104

Priority II M60 Machinegun
 071-312-3001
 3002
 3004
 3003

Priority I 90-MM Recoilless Rifle
 071-317-3100 also skill level 1
 3107 also skill level 1
 Priority II 071-319-3151
 3152
 3153
 3155

Priority I Dragon
 071-317-3301 also skill level 1
 3302 also skill level 1
 3304 also skill level 1
 3303 also skill level 1
 0000 *also skill level 1
 3306 also skill level 1
 3307 *also skill level 1
 3308 also skill level 1

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HAND GRENADES, MINES AND DEMOLITIONS

Priority II Hand Grenades
071-325-4401
4402
4405

Priority II Mines
051-192-1502
1505
1506
1008
1018
1002
1012
1021
1022
1501
071-325-4406
051-192-2026

TACTICAL VEHICLES

Priority II Wheeled Vehicles
071-333-6001
6002
6003
6004
6005
6006
6007
6008

Priority II Tracked Vehicles (Mechanized Units Only)
071-333-6501
6502
6503
6504
6505
6507
6508
6509

LEADERSHIP AND TRAINING

Priority II Leadership
071-328-5301
5302
5304
121-030-2501
874-896-2001

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TASKS FOR SELECTED

DUTY POSITIONS - SKILL LEVEL 2

Priority I TOW Squad Leader (FAW)
 071-316-2500 *
 2501 *
 2502 *
 2503 *
 2504 *
 2505 *
 2506 *
 2507 *
 2508 *
 2509 *
 2510 *
 2511 *
 2512 *
 2513 *
 2514 *
 2515 *
 2516 *
 2517 *
 2518 *
 2519 *
 2520 *
 2521 *
 2522 *
 2523 *
 2524 *
 2525 *
 2526 *
 2527 *
 2528 *
 2529 *
 2530 *
 2531 *
 2532 *
 2533 *
 2534 *
 2535 *
 2536 *
 2537 *
 2538 *
 2539 *
 2540 *
 2541 *
 2542 *
 2543 *
 2544 *
 2545 *
 2546 *
 2547 *
 2548 *
 2549 *
 2550 *
 2551 *
 2552 *

(Indicate common tasks in duty positions)

Priority I 106-MM RCLR Squad Leader (HAW) (RC)
 071-317-0000 *
 Priority II 071-319-3601
 3602
 3603
 3604
 3605
 3606
 3608
 3609
 3610
 3611

Priority II Fire Team Leader (Mechanized Units Only)
 071-313-3451
 3452
 3453
 3454
 3455
 2314
 2315

Priority II Fire Team Leader (Mechanized and Infantry or Assistant Scout Squad Leader (Infantry))
 071-312-3006
 3007
 2310
 2311
 113-587-2002
 3004
 2020
 113-609-1001

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Priority II Fire Team Leader (cont.)
113-609-1002
113-522-1002
113-622-2002
071-326-5501
5605
5606
051-193-1503
1003
1004
1005
1006
1010
1501
1502

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Physical Environment of Instruction

Classroom
Open Areas (live firefield- mark-up terrain)
Large enclosed area (bleacher sites)
(Warehouse size)
Other

Styles of Communication Instructor, Verbal orders

Comments:

- A. Formal Speech
- B. Informal Speech
- C. Regional/Ethnic
- D. Body Language
- E. Profanity
- F. Shop talk/slang
- G. Non-standard English
- I. Other

Comments:

Media of Instruction

Films
Video cassettes
Graphic Training Aids (diagrams, etc....)
Illustrations (requiring reading/not requiring reading)
Maps
Mock-ups
Models/Animate
Real equipment
Transparencies
Tape cassettes
Training Publications (required/available)
Signs/Notices
P.A. System
Normal Voice
Soldier's Manual
Flkboard
Other

Mode of Response

- A. Manipulating a piece of equipment/device
- B. Answers (spoken - written)
- C. Signals
- D. Performance
- E. Taking Notes
- F. Teamwork
- G. Other

Comments:

Comments:

Instructional Ratio

Instructor, one-to-one/class
Peer/one-to-one
Group or Committee Group (group of instructors of whom one teaches one portion of the w. —
- Small (12 or less)
- Large (more than 12)
Other
Questions

Comments:

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Physical Environment of Instruction

Classroom
Open Areas (live fire/fill-in mark-up terrain)
Large enclosed area (outdoor sites)
(Warehouse size)
Other

Comments:

Styles of Communication Instruction, Verbal Orders

- A. Formal Speech
- B. Informal Speech
- C. Regional/Ethnic
- D. Body Language
- E. Profanity
- F. Shop talk/slang
- G. Non-standard English
- I. Other

Comments:

Media of Instruction

Films
Video cassettes
Graphic Training Aids (diagrams, etc....)
Illustrations (requiring reading/not requiring reading)

Maps
Models
Models/Simulate
Real equipment
Transparencies
Tape cassettes
Training Publications (required/available)
Signs/Notices
P.A. System
Normal Voice
Instructor's Manual
Blackboard
Other

Comments:

Mode of Response

- A. Manipulating a piece of equipment/device
- B. Answers (spoken - written)
- C. Signals
- D. Performance
- E. Listing Answers
- F. Learners
- G. Other

Instructional Ratio

Instructor, one-to-one/class
Peer/one-to-one
Group or Committee Group (group of instructors of whom one teaches one portion of the whole)
- 1 (12 or less)
- Large (more than 12)
Other

Questions

Comments:

103

Physical Environment of Instruction

Classroom
Open Areas (live firefield- mark-up terrain)
Large enclosed area (bleacher seats)
(Warehouse size)
Other

Comments:

Styles of Communication Instructor, Verbal communication

- A. Formal Speech
- B. Informal Speech
- C. Regional/Ethnic
- D. Body Language
- E. Profanity
- F. Slang talk/slang
- G. Non-standard English
- I. Other

Comments:

Media of Instruction

Films
Video cassettes
Graphic Training Aids (diagrams, etc....)
Illustrations (requiring reading/not requiring reading)

Maps

Models

Models/Animate

Real equipment

Transparencies

Tape cassettes

Training Publications (required/available)

Signs/Notices

P.A. System

Normal Voice

Instructor's Manual

Chalkboard

Other

Comments:

Mode of Response

- A. Manipulating a piece of equipment/device
- B. Answers (spoken - written)
- C. Signals
- D. Performance
- E. Taking Notes
- F. Teamwork
- G. Other

Comments:

Instructional Ratio

Instructor, one-to-one/class

Peer one-to-one

Group or Committee Group (group of instructors of whom one teaches one portion of the

- Small (12 or less)

- Large (more than 12)

Other

Questions

Comments:

A 6-4

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Physical Environment of Instruction

- Classroom
- Open Areas (live fire, etc - mark-up terrain)
- Large enclosed area (bleacher sites)
- (Warehouse size)
- Other

Comments:

Styles of Communication Instructor, Verbal order

- A. Formal Speech
- ☒ B. Informal Speech
- C. Regional/Ethnic
- D. Body Language
- E. Profanity
- F. Shop talk/clang
- G. Non-standard English
- I. Other

Comments:

Media of Instruction

- Files
- Video cassettes
- Graphic Training Aids (diagrams, etc....)
- Illustrations (requiring reading/not requiring reading)

- Maps
- Models/Aimulate
- Real equipment
- Transparencies
- Tape cassettes
- Training Publications (required/available)
- Signs/Notices
- I.A. System
- Visual Voice
- Soldier's Manual
- Chalkboard
- Other

Comments:

Mode of Response

- ☒ A. Manipulating a piece of equipment/device
- B. Answer (spoken - written)
- C. Silence
- D. Performance
- E. Taking Notes
- F. Other
- G. Other

Comments:

Instructional Ratio

- Instructor one-to-one/class
- Peer/one-to-one
- Group or Committee Group (group of instructors of whom one teaches one portion of the whole)
- Small (12 or less)
- Large (more than 12)
- Other
- Questions

Comments:

A 6-6

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TASK #051-
197-1501

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
AFFIRMATIVE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NEGATIVE																			
LIGHT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HEAVY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DECLARATIVE																			
INTERJUNCTIVE																			
IMPERATIVE	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EXCLAMATORY																			
AGREEMENT	✓																		
STANDARD																			
CONTROL	✓																		
INTERJECTIVE																			
QUOTATIVE																			
ACTIVE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PASSIVE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GENSE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EMPHASIS																			
MODAL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ADJECTIVE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLAUSE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PHRASE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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3-4-5

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LIST OF LEXICAL AND STRUCTURAL ITEMS FOR A GO L2L

Sentences:

- | | |
|------------------|-------------------------|
| A. Declarative | statement |
| B. Interrogative | question |
| | (1) wh- questions |
| | (2) tag questions |
| | (3) yes/no questions |
| C. Imperative | command, polite request |
| D. Exclamatory | exclamation |

Sentence Complexity:

- | | |
|---------------------|--|
| A. Simple | one full subject and predicate |
| B. Compound | two or more independent clauses joined by: |
| | a. punctuation |
| | b. punctuation and conjunctive adverb |
| | c. coordinate conjunction |
| C. Complex | one or more dependent clause and an independent clause |
| D. Compound-Complex | two or more independent clauses and one or more dependent clauses. |

Verbs:

- | | |
|----------------------------|---|
| A. Concord | subject-verb agreement |
| B. Transitive | takes an object |
| C. Intransitive | doesn't take an object |
| D. Copula | to be |
| E. Linking | connectors |
| F. Auxiliaries of tense | will, do, did |
| G. Auxiliaries of modality | should, ought to, must, have to, have got, to. able to, can, may, might, could, would |
| H. Tense | present, past |
| I. Aspect | perfect, progressive |

Verbal Forms:

- | | |
|-----------------------|---------------|
| A. Present Participle | active voice |
| B. Past Participle | passive voice |

Voice:

- | | |
|-------------------------|----------------------------|
| A. Active | subject does action |
| B. Passive | subject does not do action |
| (a) agent expressed | |
| (b) agent not expressed | |

Pronouns:

- | | |
|---------------|-----------|
| A. Singular | man, pen |
| B. Plural | men, pens |
| C. Count | chairs |
| D. Mass | flour |
| E. Possessive | soldier's |
| F. Collective | fish |

Adjectives:

- | | |
|-----------------------------|---------------------------|
| A. Predicative | The tank is green. |
| B. Attributive | The green tank is moving. |
| C. Degrees of comparison | |
| (a) regular | big, bigger |
| (b) irregular | worse, worst |
| D. Ordinal/Cardinal Numbers | first, one |

Adverbs:

- | | |
|-------------------|-------------------------|
| A. Time/Frequency | immediately, today, ago |
| B. Place/Position | here, there, everywhere |
| C. Manner | maybe, possibly |
| D. Negative | no, never |
| E. Comparison of | nearest, harder |
| F. Degree | thoroughly, completely |

Articles:

- | | |
|---------------|-----------|
| A. Definite | a, the |
| B. Indefinite | any, some |

Pronouns:

- | | |
|------------------|---------------------|
| A. Personal | you |
| B. Demonstrative | that |
| C. Indefinite | anybody, both, each |
| D. Reflexive | himself, yourself |
| E. Cases of | I, me, my, mine |
| F. Relative | who, whom, whose |
| G. Interrogative | who, which, what |

Conjunctions:

- | | |
|-----------------------|------------------------------|
| A. Coordinating | and, but, or, nor |
| B. Subordinating | because, if, as, that, after |
| C. Correlative | either, or |
| D. Conjunctive adverb | therefore, furthermore |

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Propositions:

A. Simple

- | | |
|-----------------------------------|------------|
| (a) place | on, in |
| (b) time | in, at, on |
| (c) direction/motion | to |
| (d) manner/agent/
instrument | by, with |
| (e) measurement,
number amount | of |

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2400 -
Elementary and Intermediate Phase of General English
materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

"two word verbs"

STRUCTURAL FORMS FOR THE
AS DETERMINED FROM REDUCTION 2

SOLDIER'S MANUAL/OBSERVATIONS (READING/WRITING)

A. Sentence Types

1. Declarative A missile usually makes a smaller single wound where it enters than where it exits.
2. Interrogative Is ammo dry, clean, and undented?
3. Imperative Cut and lift the clothing from the wound.

The charge will be primed in accordance with the performance measures so that it detonates when fired.
4. Exclamatory Don't try to fly the missile!

B. Sentence Complexity

1. Simple Keep muzzle down range and clear of all troops.
2. Compound The front surface of the marker is facing away from the contaminated area and all information concerning the mine field is placed on the front surface of the marker.
3. Complex When building positions on steep terrain, you cannot simply dig a hole behind frontal protection because you would not be able to fire at the enemy without standing up.
4. Compound/Complex After the barrel is aligned on the aiming point, and without disturbing the lay of gun, check the cant level dial on the sight to be sure that the bubble is centered. If not, center it by moving the cant adjustment knob.

C. Clauses

1. Noun

Subject of verb None noted in Soldier's Manual or in observations.
Example: Whoever did this will do it again.

Object of prep. Make adjustments in the direction of the error from where the center of where the shot group must be.

Object of verb The diagram on your map tells you that the GM angle is 90°.

Subject Complement It is important that CPR be started quickly as permanent brain damage may occur.

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- Appositive None noted in Soldier's Manual or in observations.
2. Adverb
- Mod. verb The gunner or assistant gunner will at night using an aiming point at a known distance between 200 and 800 meters align the sight reticle dot on the AN-106-2 so that it coincides with the strike of a tracer round fired at the same aiming point.
- Mod. adjective None noted in Soldier's Manual or in observations.
- Sentence modifier If the base and the sight are aligned on the same distant point, the weapon is correctly foresighted.
3. Adjective
- Modify nouns A field expedient cut a piece of cardboard that will fit on the rear of the receiver after the backplate has been removed.
- Modify pronouns None noted in Soldier's Manual or in observations.

D. Phrases

1. Gerund as noun Subjecting them to artillery or direct fire may cause them to burn.
- Object of prep. With the head held to the rear of the receiver sight through the barrel and align it on the distant aiming point by moving the TRE mechanism of the gun.
- Object of verb Continue splitting the range bracket until a 100-meter bracket is split.
- Subject complement Searching: This is moving the muzzle of the weapon to the left or right.
- Appositive None noted in Soldier's Manual or in observations.
2. Prepositional
- (as adjective) If he asks questions about the seriousness of his injury, explain that a physician will have to explain to him.
- (as adverb) First clear the air way by inserting the fingers into the victim's mouth.
3. Infinitive
- (as noun) To act incorrectly can be just as serious or fatal to a wounded soldier as the failure to administer a life saving measure.

- (as adjective) During daylight, given a sector of fire, a firing position, and a mission to construct the position.
- (as adverb) Sight through the pen hold and align the cross hairs on the distant aiming point to get the right alignment.
- (as subject complement) The important thing is to make the clothing look less like a uniform.

4. Participial

- (as adjective) None noted in Soldier's Manual or in observations.
- present Lay the sight reticle corresponding to the range, to the target by moving the T&E mechanism of the gun.
- past The rescuer will then remove his mouth, turn his head, and again look, listen, and feel for the exhaled air.

E. Verbs

1. Auxiliaries of modality

- should/ought to You should attempt to break up the outline of your helmet.
 - must/have/ to have got to Care must be taken when camouflaging a weapon not to cause interference in the sighting and firing of the weapon.
 - can/able to Shiny parts can be covered by plant, cloth, or mud.
 - shall I shall spell the next word phonetically.
 - will Solider will: if not given the correct password, attempt to detain personnel as he is able.
 - may/might This estimate often determines the nature and extent of the clearing to be undertaken, since a field of fire improperly cleared may afford the enemy better concealment.
- This might cause the propellent charge to ignite by cook off.

- could

Use of high or low crawl could reveal your location by movement of vegetation.

- would

If a doubt still exists, demand further identification or ask a question only a friendly person would be able to answer.

2. Tense

This is the terrain that the squad has been assigned to cover with its fire.

Place sod from position on the parapet in such a manner that it looks natural and will have a good chance of growing.

Hinge lungs are projecting over the edge of a flat surface.

If the rifle has misfired a second time, it is necessary to apply additional measures.

3. Voice

active

Raise the arm vertically overhead, palm to the front, and wave in large horizontal circles.

passive

This is a team task and you will be assisted by the remainder of the team.

w/agent

Here signals may be used, as appropriate, by either mounted or dismounted troops.

w/out agent

The running end is then given three wraps around the block and the end laid at an angle.

F. Ellipsis

1. Deletion of a verb You!

2. Deletion of a subject Want to learn how to get your compass to keep you "on course" at night?

G. Absolute Constructions

Ends of detonating cord are spliced by overlapping them about 12 inches, using two clips, one at each end of the overlap, and bending the tongues of the clips firmly over both strands.

H. Non-Island
Structure

Completed position so blends with the terrain that an approaching soldier approximately 35 meters to the front cannot detect it.

It is air droppable.

The gun is in a large squarish open turret.

Place both knees on the ground and keep them spread wide.

"No matter where".

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NON-STANDARD

STRUCTURES FOR 11B AS NOTED FROM REDUCTION 2

LISTENING/SPEAKING

Imperatives:

"Move it!"
"Get the lead out!"
"Get your head out of your ass!"

Interrogatives:

"What'd I tell you?"
"Where's he at?"

Declarative:

"This is the worst I ever saw."

Use of Adjectives:

"We don't want to spend no money."

Special Expressions:

"across the track"
"other side of the world"
"foolin around"
"can't make it"
"got a handle on it"
"across the board"
"straight arrow"
"in charge"
"along for the ride"
"take it easy"
"long winded"
"down the line"

Verb Usage:

"When they take and put the two together."
"get to see"
"giving classes"
"they want to get out"

Terms:

"guy"
"SP's" (gun)
"fox" (foxtrot)
"okay"
"yall"
"boonies"

Street Slang:

Noted, but none observed

LIST OF LINGUISTIC ELEMENTS
AS DETECTED BY PANEL
STRUCTURAL/LEXICAL

SENTENCES

- A. Sentence Types
 - 1. Declarative
 - 2. Interrogative
 - 3. Imperative
 - 4. Exclamatory
- B. Sentence Complexity
 - 1. Simple
 - 2. Compound
 - 3. Complex
 - 4. Compound-Complex

CLAUSES

- A. Noun

Functions: subject of verb, subjective complement, object of verb, object of preposition

- B. Adverbial

Functions: modify verb, modify adjectives, modify adverb, sentence modifier

- C. Adjectival

Functions: modify noun, modify pronoun,

PHRASES

- A. Gerund

Functions: subject of verb, object of verb, object of preposition, subjective complement, appositive

- B. Participle

Functions: adjectival (Present and Past)

- C. Infinitive

Functions: subject, object of verb, subjective complement, appositive, adjective, adverb

- D. Preposition

Functions: adjectival, adverbial

VERBS

- A. Tenses

present, past, progressive, perfect, future

- B. Auxiliaries of Modality

can, may, should, ought to, have to, must, have got to, will, might, would, could

- C. Voice

active, passive

VERBAL FORMS

- A. Infinitives

Functions: noun

- B. Participles

Functions: adjective (Present/Past)

- C. Gerunds

Functions: noun

ADJECTIVALS

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ELLIPSIS

deletion of verb, deletion of subject

SUB-STANDARD USAGE

ABSOLUTE CONSTRUCTIONS

LEXICAL

NOUNS

1. Singular/Plural
2. Possessives
3. Count/Less
4. Concrete/Abstract
5. Acronyms
6. Collective
7. Common/Proper

VERBS

1. Transitive
2. Intransitive
3. Linking

VERBALS

1. Gerunds
2. Participles
3. Infinitives

CONJUNCTIONS

1. Coordinating
2. Subordinating
3. Correlative
4. Conjunctive Adverbs

ADJECTIVES

1. Comparative
2. Superlative
3. Adjectivals
4. Of quality

ADVERBS

1. Frequency
2. Comparative
3. Superlative
4. Place
5. Manner
6. Time

ADVERBS Cont...

7. Position
8. Sequence
9. Modifiers
10. Degree

ARTICLES

1. Definite
2. Indefinite

PRONOUNS

1. Personal
2. Demonstrative
3. Indefinite
4. Reflexive
5. Cases
6. Relative
7. Singular Indicators

PREPOSITIONS

1. Place
2. Position
3. Direction
4. Motion
5. Manner
6. Agent
7. Instrument
8. Measurement
9. Number
10. Amount
11. Other

NUMERALS

1. Ordinal
2. Cardinal

IDIOMS/SPECIAL EXPRESSIONS

VERB COMBINATIONS

TERMS (MILITARY)

JARGON (SHOP-TALK, SLANG)

STREET SLANG - *

Observation form

- * STREET SLANG was considered as a category in itself. Upon observations, however, street slang was not noted in recordings, nor was it noted when observing the teaching situation. Because of the extremely changeable nature of street slang and reasons mentioned above, it was not considered in determining the job language performance requirements.

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DEPARTMENT OF THE ARMY
UNITED STATES ARMY
FORT MONROE, VIRGINIA

IN REPLY REFER TO

ATSH-I-V-ED

SUBJECT: MOS Word Criticality Analysis

Commander
US Army Training and Doctrine Command
ATTN: ATTHG-TDI-ORA
Fort Monroe, VA 23651

1. Reference message, ATTHG-TDI-ORA, HQ TRADOC, 292000Z, Feb 80, subject as above.
2. A critical word list (Inclosure 1) for tasks taught in basic training portion of OSUT was developed utilizing the five point scale (number one denoting the most important, five denoting least important) on the basis of criticality.
3. A five member task force was established to conduct the study. It was composed of subject matter experts from Soldier's Manual Branch, SQT Branch, IET/ITT Branch and Analysis Branch. The critical word list was developed in the following manner:
 - a. A review of the current BT POI, and the 11B Skill Level 1 and Soldier's Manual was made to determine task taught in training.
 - b. A subjective evaluation was made on each task to determine:
 - (1) Words soldiers must know to perform task (most important).
 - (2) Words required to perform task to exact standards (substantial importance).
 - (3) Words without which, the task could be performed with difficulty (important).
 - (4) Words which aid in task performance (limited importance).

HEADQUARTERS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

DATA CONTROL NUMBER

Job No / Proj No



11B SC 1/2

32

PAGE NO. 4 TYPE RECORD BYTES

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MOS WORD LIST BY PAGE

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MOS WORD LIST BY PAGE

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MOS WORD LIST BY PAGE

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MDS WORD LIST BY PAGE

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3	COV-300	1102	
3	COV-300	1105	2501
3	COV-300	2704 2503	11081
3	COV-300	11028	

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TRAINING REQUIREMENTS AND JOB LANGUAGE PERFORMANCE
REQUIREMENTS FOR MOS 11B INFANTRYMAN(U) DEFENSE
LANGUAGE INST LACKLAND AFB TX ENGLISH LANGUAGE CENTER
OCT 82

3/3

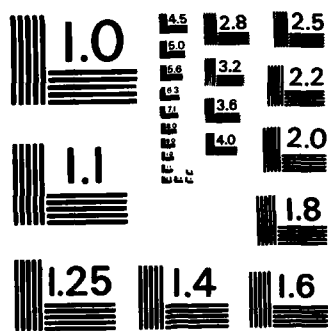
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F/G 5/9

NL

END

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1-1
DTIC



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

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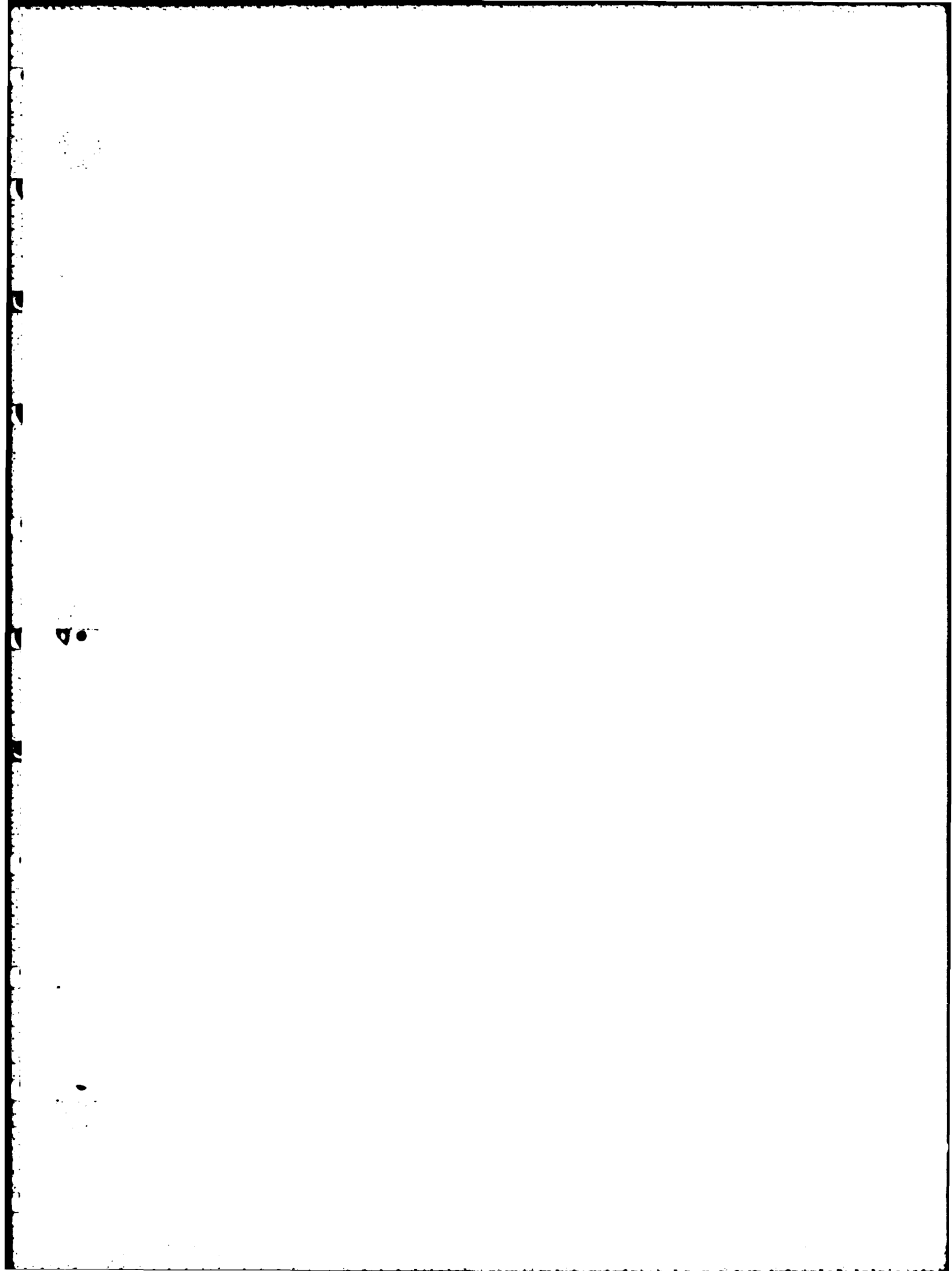
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MOS MURD LIST PY PAGE

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209

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6	1120	421
6	1121	
6	1127	
6	1121	1021
6	1121	120721
6	121	2521
6	11214	1021
6	421	521



Navigate from one position on the ground to another point

appear
after reaching
along

be considered
between

conditions
confirm location
contain
convert to

designated points
distance
determine

encountered

finish

given
ground

locate

move along route

no more than

one position
on ground

place (v)
planning route
points
position

reaching
route

select
should appear
start

terrain
types of

varying types of terrain

weather conditions

against
analysis
azimuth

black

checklist
check against list
compass
coordinate scale
count

detailed terrain analysis

field location
fixed black index line

grid azimuth

limiting factor

magnetic azimuth
map distance
map reconnaissance
mental checklist

pace count
protractor

standard 1:50,000
scale military map

terrain features

221

Determine distance while moving between 2 points on the ground

accurately
actual distance
additional
all types of
average

between
beware
by foot
cross country
counting paces

daylight
determine
during

end zone

finish point
football field

given
ground
guide

in length
instead of

landmarks
level ground

mark out
maximum of
move by foot
multiple of
multiply

not greater than
not less than

paces
practicing

requirement
remainder
remaining
result

start point to finish point

terrain
travel cross country
types of

varying types of terrain

while moving
within
without landmarks to guide you

(PM)

distance

pace count
pace factor conversion table
pebble method
points on the ground

600 meter pace course

222

Skill Level 2
Combat Tech: Map Reading
Measure distance on a map

WOS 11B C71-320-1008

already
around
ability
apart
always
another
allows
approximate
add this value
bottom
between

chart
chalkboard
changes
certain
come
consensus

direction
distance
different
drawn
determine

earth
edge
equals

falls within
final
follows
far
figure
foot
find

goes off
ground
greater than

hits
how far

identify
in fact
inch

just under

keep

line

locate
least
line up

mark
measure
make
miles
map
minutes
means
meters

number
near
normally
new

procedure
point A, B
problem
printed
places
picture
piece
paper
point
portion
pencil
provide
put

reflect
repeat
required
received
read
ruler
road

starting
strip of paper
straight edge
suppose
standard
small
shows
specified

total
tick mark
top
take

trail
twice

under
use
until

value

within
want

yards, measure

Combat Tech:

aline

bar scale
bar

contour interval
curved line distance

drawn to scale
distant - ground; ground line;
road; straight line

ground distant
garrison

in the field

meters apart

procedure
pivot
plotted

road distance

standard 1:50,000
supplementary contours
straight edge
scale

tick mark
trail
topographic map

zero

Combat Tech:

align

distance - road; ground

graphic scale
grid square
ground distance

points on a map

road distance; road junction
right up

Skill Level 2

308 111 071-100-1001

Combat Tech: Map-reading Determine the elevation and relief on the ground using a map

around
as needed
add
above
amount
accuracy
already
at least

between
bottom of
brown

count
crossed
considered to be
close together
can
correct
climb
connect

determine
detail
direction
down
distance
desired
down hill
difference

elevation
estimate
exactly
each
easy climb

feet
flat
for
from
find
following

gentle
ground

half
heavier than
height
higher
highest
hill
how

indicate
information

known

less than
like
lines
locate
lower

map
may
minutes
multiply
must be

nearest
needed

paper
pencil
pointed
plotted
printed

reading
record
rest
tequirement

same
show
side
solid
sought
spaced
steep
steps
standard
subtract from
suicide

tha same as
the rest of
tell
tested
top

undermarked
use as
up
uphill
usually

value of
valley

widely
will be
within
which

your

Combat Tech:

ability
assistance
above sea level

bench marks
brown lines

contour lines
contour interval
correct
cross (v)
coordinate

depression(n)
designated point
detail

eight-digit coordinate
elevation

field
failure

gentle slope
garrison

highest above sea level

identify
interval
index contour line

known elevation

locate

marginal information
military
margin

projected drawing
point of plotted

reference
relief
result

sea level
scale
slope
spot elevation
standard 1:50,000 scale
supplementary

Combat Tech: (Tech)

contour
cross (v).

determine

elevation
estimate

features

GA
grid coordinates

interval

measure
marginal

protractor

relief

sheet 4550 IV
sought
symbol

terrain

unit

Skill level 2
Combat Tech: Map reading
Orient a map using a compass

MCC 11B 071-320-1011

apparent
alternate
ability
angle

block

compass
cover
connect with
consisting of
continucus line
conditions

daylight conditions
degree
directions
dial

equal
end

formed by
falls beneath
forward

ground
given

horizontal position

left
limit
line up (v)
location

minute
match (v)
map
margin

needle

open

pointing
printed on
place (n)
parallel to
position

quite apparent

rotate
reference

shown
suitable

to the ground
top of
toward
time
test

using

within

Combat Tech: (BM)

aline

comapss

declinated M2 compass

in the field

MILS

north-south grid lines

orient

scale

Corbett

angle
appropriate value

black indexline
built-in protractor

compass needle: reading
cover side of compass

degress; degree of arc
dial
directions of declination diagram

face of compass
field of environment

grid line interaction
GM angle

horizontal position

index line

lineatic compass

magnetic north
margin of map

needle
north seeking arrow
north-south grid line

orient (v)

placed parallel to
pivot point "p"

sighting wire
south neatline
standard 1:50,000 scale military map

determine the location of the ground by terrain association

(US)

area

cardinal

directions

coincide

determine

coordinate - location; scale/map; pr

daylight

field

during

grid coordinates

east

military

given

ground

orient

hours

protractor

known

relate

located

scale

map

terrain - features; association

meters

minutes

north

on which

point

relate to

requirement

shown

south

surround

standard

type

those shown

unknown

while

within

Combat Tech:

association - terrain

coincide

coordinate location - scale

directions

four cardinal directions

known point

military map

meters

orient (v)

performance measure

protractor

six-digit map coordinate

standard 1:50,000 scale

terrain association

types of terrain features

unknown location

Skill level 2 : Combat Tech: Map Reading
Orient a map to the ground by Map-Terrain

MOS 11B
071-329-1012

both

common to
conditions

daylight
depressions

East

features
find

ground
good

hard to do
have got to
hilltops

important

look at
locate

many good ways
map
minute

north

position
point

ridges

such as
same way
standard
south

thing

use

viewed from
valleys

ways
within
west

alining

depression

field site

hilltop

linear features

military

MILS

map-terrain association

orient

ridges

scale

saddles

valleys

alining features

field site

linear features

military map

orient, v.

performance measure

standard 1:50,000 scale

within 30° in 10 minutes

area
alone
absence
auxiliary
attain
accuracy
adaptable
although
above
approximately
allow to
aid (v)

box
boat-like
barrier
based on
basic
bigger
because

classroom
common to
characteristics
check
currently
capability
cell
compared to
cross
contant
considerable
cramped
compartment
cross-country
centralized
center
carried
car
crew
cause
can be

during
designed
difficult
dish-shaped
driver
device
drive
door

even
employment
external
except for

equal
end
easy
effectiveness
engine
equipped with
engine
evenly spaced

fatigue
friendly
feature
float
full
freedom to move
factor
flotation
front of
fewer
fatigue-crew

given
grass
gently
gap

heaviest
headlight
hit
harder to hit

identify
increase
interior
India
Israel
in front of
improved

kilometer
keep in mind

large
light
low
lower
left hand
located
lowered
launch

model
mockup
mile
mounted-coaxially

mph
maintain
millimeter
move

normally
nomenclature
night

obscured
object
observe
operate
on the move

photograph
per hour
probably
position
personnel
propulation
penetration
primary
pressure
power
provides
Peoples Rep. of China
plant
possible

quickly

recognition feature
relatively
range
recognized
rectangular
restrict
rear
rack
revolve
resemble
rarely
regulation
retraceable
right hand
replacement
run out of
raised
restricted

state (v)
see
spacing
simple
similar
superior
sloped (ing)

smaller than
size
storage
suitable
soldiers
superior
size
shape
strength
strop
system
second/ary
stationary
stay

travel
test
tire
troops

uneven
underwater
unequal
user
USSR
United Arab Rep.
is used
under

vehicle
vary
variation
version
variant

water
weakness
wall
wheel

Combat Tech:

armored vehicle
assault gun
active
airborne
amphibious
armament
attain
speed
antiarmor
APFSDS
armor piercing cap
area
airdroppable
antiaircraft
ammunition
ASU-85
chemical energy
high explosion

bore evacuator 3/4 to muzzle
battle
belly wheel
battlefield

characteristic (tank)
cupola
combat role
cannon
Christie suspension system
cruising range
chassis
coaxial
capability
center guides
complete with
connectors
crew member
command vehicle
crossing gaps
cross-country mobility
chemical energy
counterattack
compartment- rear
 cramped
 crew
 fighting

double
drive
dome shaped
dish-shaped
duel tank
driver's hatch

exercise
evacuator

equipped with
employment
exist
external fuel cell
end connector
explosion

field training
friendly force
fully tracked
formation
fire control
five roadwheeled
flat
fighting compartment
forward arc
firing port
flotation

garrison
glacis plate
 well-sloped
gun-73mm smoothbore
tube
stabilized
airborne assault
105mm

headlights-infrared
hull-rectangular shaped
hatch-driver's
 commander's
high velocity

identification
infantry scout
idle wheel
infrared-sight
 headlight
 searchlight

km
kinetic energy

live track
low silhouette

mockup
medium
muzzle brake
multi-baffle
main gun-85mm
M-1970
M-551 Sheridan
meter
missile raid

missile-variant
 snapper
 swatter
 sagger
machinegun-12.7 mm AA
 7.62 mm PKT
 coaxial

mount/cd
motorized

NCO
NBC
NATO
nomenclature
night viewing device

OPFOR

primary combat role
periscope
power plant
PT-76 tank

return roller
roadwheel
rangefinder
rough terrain
rifle unit-motorized
rate of fire
roof mounted
• rack-missile
round-high velocity
 115 mm APFSDS
 tank defeating
reconnaissance

single baffle
space between
sloped hull
speed
storage boxes
stagger missile
strapped
silhouette
sight
small commander's light
 T 62 tank
support roller
suspension system
scout-infantry
 car
 vehicle BR DM-2
snorkel
searchlight
striking force

unarm
 roof mounted
 interior
 flat
 walls
 revolving
 dish-shaped
 dome-shaped
tract
tank-US main battle tank
 heavy T-10
 medium
 light T-62
tank defeating
tank killer unit
torsion bar
threat
tube
troop capacity
T-55; T-55A; T-72
target-stationary, moving

Unit
US main battle tank
underwater snorkeling

vehicle
 anti-armor
 NBC test
 ADA
 command
variation of
V shaped splash guard

Warsaw pact vehicle
weapon
well sloped glacis plate
water barrier-cross
water propulsion system
wheels
 four-wheel drive
 retractable
 auxiliary
 drive
 belly
 roadwheels

Combat Tech:

amphibious BMP
absence of torsion bars
airborne assault gun
ASU-85
armored
ammunition-chemical energy
 high explosive
 antitank

boat-like front
baffle-single
 double
 multi
blast deflector
bore evacuator- at muzzle
 3/4 to muzzle

characteristics of
Christie suspension system
cupola-commander's

drive sprocket
dish-shaped turret
dome-shaped turret

formation-armored
front-boat like

gunner-reconnaissance
 armored fighting vehicle
garrison
guard-V shaped splash
glacis plate
gun-main 85 mm
 105 mm
 73 mm smooth bore

hull-rectangular shaped

infrared-headlight
 searchlight
ICV

mockup
M-551 Shridan
M-1970
muzzle
meter
machinegun-7.62 mm Coaxial
 12.7 mm

missiles-various
 snapper
 swatter
 sanger
mobility-cross country

NATO
nomenclature
night viewing device

penetration
periscope firing port

rangefinder
range-main gun
round-tank defecating
 115 mm APFSDS

suspension-torsion bar

target
turrent-flat
 revolving
 dome-shaped
 dish-shaped over 3rd roadwheel
track and suspension system
tank- heavy T-10; T-72
 US main battle tank
 medium battle
 T-55; T-55A
 T-62 tank

V shaped splash guard
vehicle-scout BR DM-2
 NBC test
 ADA
 Anti-armor

wheel-idler
 retractable auxilliary drive wheel

Warsaw Pact vehicle

addition
accurate
accuracy
attack
assignment
anglet
automatic
appears
appear behind
appearance
available
attack to tube

bush
break
brush
box-like
basic
bottom
basket
be expected to

capacity
characterized
characteristic
current model
carry
contact
control
capture
common
completely
connected to
cylinder
chassis
central
cylindrical
cause
compared to
consist of
conceal
crew

designed to
depending on
direct support
during firing
defect
double-action
diameter
deliver

emphasis
easy training

end
enable
equipped
essentially the same
equipment
employment
effective
effectiveness
evade
essentially
empty
excellent
expect to

fire
feature
flight
fly
fold
from

generally
given
good

heavyweights
high reliability
handing
highly
heavy
handling
hit
high

identify
integrated
in addition to
in spite of

kilometer

limitations
light
large number of
length
long
locked
level

mobility
mobile
model
millimeter
meter

mounted
move
maximum
modified
maintenance
minimum
main
more
most

night
new
number
normally
nomenclature

on the end
on hand

preselected
present
portion
prominent
piece of
placed on
photograph
permit
position
provide
probability

remote/ly
rear
reduce
rectangular
replace
reluctant
rapid
reliability
resembles
range

standard
simplicity of design
star
saturate
set up
simultaneously track
slow moving
support
sophisticated
squarish
stored
shorter
smoke
strength
side

single
system
similar
small
size

training
transport
tree
tube
travel
type
twin
ton
tracked

use

visual
vegetation
variety of
versatility
vehicle
version

winged
weakness
weigh
weight

Combat Tech:

army
arms
automatic weapon
APC
action
assault rifle
armored vehicle
antitank guided missile (ATGM)
accuracy/ly
assignment
angled
area coverage
antiaircraft
acquisition
armor
artillery
AKM-762 mm
AK

buttoned up
battalion
battery
baseplate
battledfield
breech
box
bipod-mounted
barrel
butt
bottom

forward
cradle
BMP personal carrier
box-like hull
battle area

camouflage
control box
cover
cavalrymen
conceal
capture
configuration
conventional field gun
cylindrical
carriage
castor wheels
central
combined arms
carrier
compartments
coverage
caliber
cartridge case
crew-1 man

company level
commander
capacity
deploy
drum
displace
direct support
divisional
detonate
defense
double action
D-30; D-20
double baffle winged

effective range
easy training
equipment
8-round magazine
electronic countermeasure
employment
either
equipped
evade

force
friendly
feature
folding stock
flared cone
fire control
flight identification
flare trail
field piece (gun)
fold together
forward edge
full-tracked
forward cradle

gun
gunner
gas cylinder
general purpose machinegun
guided missile
grenade
guidance wire
ground mounted
gear

helicopter
hand grip
heavy motor
Howitzer
hatch
hull

heading

infantry
invulnerable defense
integrated fire
inflight ID

joystick
jack

known armor meter

light mortar
light machinegun
locked breech
long-range
lethality
launching rail
loss of
low-level air defense
light tracked
launcher
limitation

mock-up
magazine
machinegun
man-packed
man-portable
multiple rocket launcher (MRL)
multiple rocket launcher
muzzle/ m. brake
maneuver
mortar
mission
medium-level
motorized
rifle regiment
maintenance
mobility
minimum range
maximum range
mobile artillery
modified T-54
missile

nomenclature
NATO
9 mm makaron

obscure
optical viewer
organic
optical sight
OPFOR
(opposing force open stock)
on board radar
offense

pistol
PK series
portable launcher
prescheduled target
per minute
prominent baseplate
personnel carrier
per barrel
pepperpot muzzle brake
probability

rifle
round
radio-guided missile
recoilless gun
rocket-propelled grenade (RPG)
rocket
regimental
regiment
radar
rate of fire
roadwheeled
running gear
RPK 7.62
RPG-7
remote position
rocket hit
rounds per minute
rapid fire
rectangular turret
reliability

six roadwheeled vehicle
surface to air missile (SAM)
system
self-propelled system SP gun
sustained rate of fire
shorter diameter tube
scalloped winged shield
single castor wheel
saturation fire
shoulder-fired
squad level
small arms
semi-automatic pistol
side arm
suitcase sagger
SP G-9 73 mm
smoke
support mission
sustained

threat
trigger
team
target

tripod-mounted
3-tailed configuration
traveling control position
tracked carriage
turret
truck-mounted
threat mortar
target acquisition
tactical range
tank regiments
towed
trail
tube
tracking
target of opportunity

unit of assignment

vulnerable
viewer
versatility of
vehicle

weapon
wire-guided
warhead
winged shield

ZSU-23-4

COMBAT TECH:

APC

AKM-7.62 mm

assault rifle

antitank guided missile

antitank recoilless gun

bipod-mounted

bottom forward cradle

control box

cylindrical "pepper pot"

muzzle brake

cartridge case

conventional field gun

D-30

D-20

detonate ATGM warhead

double baffle winged

muzzle brake

electronic countermeasure

8-round magazine

folding stock

flared cone

gas cylinder above barrel

gunner

general purpose machinegun

howitzer

joystick

launching rail

multiple rocket launcher MRL

modified T-54 chassis

motorized rifle

mobile artillery piece

mock-up

M-30

NATO

9 mm Makarov

optical viewer

OPFOR

(opposing forces)

optical sight

Pa. wires

portable launcher

radio-guided missile

RPG-7

rectangular turret

scalloped winged shield

single castor wheel

semi-automatic pistol

SAM - surface to air missile

six roadwheeled vehicle

traveling central portion

tracked carriage

viewer

winged shield

wire-guided missile

ZSU-23-4

Combat Tech. Surve. Range
Conduct day/night surveillance

WOS 11/24/1944 100 100 100 100

aid
area
above
addition to

locate
left
leave (v)
letter

below
beyond

movement
moving
match
meter

conduct
common smell
campfire
clockwise
counterclockwise

night
nature of

daylight
differentiate
deep
dirt
deodorant

observe

eyes
either
etc.

present
position
prior to
preserving

front
failure to
followed by
frequent

quick
raising eyes
repeat
right
recommend

gasoline

situation
sound
short

hard to

staying
since
smell
switch

identify
insure
in

various

just

without

assault fire
 area
 adaption
 accustom
 assembly

 battlefield
 basic

 camouflage
 clearing
 critical
 combat

 dark
 degree

 electronic device
 enemy
 entire
 environment

 fighting
 field
 friendly
 fire
 foliage
 focusing
 footpath
 frequent familiarization

 goggles

 heavy

 improperly
 install
 indirect fire
 illumination
 initial rally point (IRP)
 irregular

 light
 low level

 meters
 machineguns
 maximum
 movement
 mastery

 night operation

 OPFOR
 obscure
 open
 overall
 overlapping

off center
 observe
 operation

 position
 piles
 performance
 procedure

 quick

 range
 rocket
 rifle
 rally
 recoilles.
 red lighted area
 red

 surveillance
 stationary
 skyline
 search
 strip of
 subdivide
 suspicious spots
 subduc
 selective clearing
 specific
 secure
 scanning
 slightly
 skill
 seal
 sector

 target
 temporary
 tracked
 terrain
 training trip
 technique
 task

 unspecified

 vision
 visual
 visibility
 vehicle

 wheel
 weapon
 wide
 watertight seal

Combat Tech: Surveillance
Using ANI PUS-2

ANIPUS-2
assault fire
azimuth adjustment knob

BA-1100 batteries
battery cap
boresight mount assembly

degrees (geometric)

eyeshield
elevation adjustment knob

focus ring (range)
foliage

indirect fire
initial rally point

lens cap

main housing

objective lens
oscillator cap
off-center vision

power switch
positive terminal (raised end)

recoilless rifle fire
rocket
red goggles

sharp sight reticle
strip of terrain
scanning
selective clearing procedure

visibility search

weapon fire

amount of fire
available

branches
brush

complete
cut
containing
careful
concealment
cover

can be
(to be) cleared

desireable
determines
disclose
detect
dirt
dense brush
drag away

estimate

following
furnish

given

heavy woods

in all cases
insure

lower branches
leave (v)
limbs
large

medium
moving
make sure
mud

natural state

observe
organized

principles
possible
point (n)
preparing
partially

recognize
remove
restrict work

suitable
snow
start
scattered
small
since

trees
thick underbush
time available

underbrush

work forward
woods

axe
assigned sector of fire
afford the enemy
automatic weapon

contact with enemy
close defense
clear - narrow lane of fire
clearing - extent of: nature of
excessive; useless: improper

defensive position
disclose
designated

extent of clearing
expected
enemy

field of fire
fighting position

hide defensive position

irregular pattern
improperly cleared
intrenching tool

nature of

obstacle
obstruct field of fire

performance measure

suitable
sparsely
screen of

thinning
thin natural screen
tool

undergrowth
undertaken

vegetation
view

wooded area

assigned sector of fire
axe

field of fire

hide defensive positions

intrenching tool

specific depth

sparsely wooded area

thinning undergrowth

thin natural screen of vegetation

thick underbrush

underbrush - undergrowth
thinning; thick

COMBAT TECH.
CONSTRUCT INDIVIDUAL FIGHTING POSITIONS

MOS 11B
071-320-5703

afford
available
armpit
approximately
approaching
accidental
adjacent
absolutely
alternate
adjust.

frontal
friendly
floor
front
foliage

given
grass

basic
blend
build
by means of

hole
hour
head
high

cave
concealment
construction
construct
complete
condition
cut
compartment
clear
correctly
clump

individual
increased
improve
invisible

lower
location
log

difficult
dig
destroy
dead
detect
depth
dirt
dependent
direct
daylight
deep

man-made
minimum
meter
move
measure
member

natural
normal

earth
easily
effects
excess
expose
elbow
equipment

observe
observation
overhead
occupy
object
obtain
optional

particularly
possible

protection
provide
prepare
profile

variation
vulnerable

weather conditions
within
weight

rectangle
rock
room
rear

silhouette
specification
specified/specific
situation
small
steep
secondary
scrape out
sequence
supporting
support
solid
stand
surroundings
size
shape
shoulder
slope
shallow
stump
soil
selectively
stabilize

trees
thick
time
terrain
team

afford
adjusted
arms fire
aiming stake
airburst
ammunition

battle position
burst
bayonet

cover
concealment
cleared area
construct
camouflage

direct fire
define

emplace
engage
elbow hole
effects of
entrenching tool
explosives
enemy

fragmentation effects
firing step
flank
flank overhead cover
firing port
fighting overhead cover
fight
fighting position
field of fire
foxhole
frontal small

grenade

hand grenade range
hasty fighting position

indirect fire
individual

lay
limited stake
load-bearing equipment

logs
location

mounds/earth
manmade
manning your weapon
man

night firing stake
natural cover
natural

observation
overhead cover

primary sector
prone shelter
poncho
parapet high
position

racks
rifle
range card

secondary sector
supported fire
shoot
squad leader
sector-of-fire stake
sneak attack
stamp
small arms fire
stamped
soldier
sector-of-fire
scabbard
specifications
soil
size
shape

two man team
trees
target
trench

unsupported fire

weather conditions
weapon

arms fire

bayonet

cover/concealment

equipment
entrenching tool

fighting position
fields of fire

indirect fire

logs - load bearing equipment

manning your weapon
mounds/earth
M 16A1 rifle

overhead cover

parapet high - poncho

rocks

scabbard

two-man team

become familiar

conducted
come to know

daylight
darkness
dense

fog
familiar

interval between

moving up
maintain

permit
points
performing

resumed

stressed

underbrush

visual contact

within

Combat Tech:

adjustments
automatically

bounding overwatch

climatic

designated
dense
darkness

employing

fog

interval between

limited

methods
maintain
movement
mannerisms
moving up

obstacles
open terrain

permit
points
performing

resumed
relative position
react

stressed
smoke
style
severly limited

traits
traveling overwatch
terrain
techniques of movement

underbrush

visual contact

wedge

Combat Tech:

fire team
formation

mine field
moving wedge

obstacles
open terrain

squad leader

Use Visual Signals to Control Movement

assist	finger
action	fix
arm	front
available	
above	given
across	ground
alternate	hand
angle	head
away	
as appropriate	important
	influence
both	identification
back up	intend
body	indicate
bend	index finger
bring	
backward	job
	join
control	
communication	keep going
correct	
change	left
circles	lower
chin	light
cut	level
come	
chest	method
concerned	messages
conversely	move
	member
demonstrate	most
distance	motion
distinctly	make
disregard	
desired	neck
drop	neutral
describe	necessary
each	open
entire	opposite
ease	other
effectively	
extend	push
elbows	procedure
engine	palm
eye	previous
	prepare
face	proper
form	point
familiarize	person
follower	practice
facing up	perform
forearm	primarily
fist	pass

25

pull
position

raise
radio
recognize
require
rapidly
rotate
rate
right
repeat
reverse

suitable
slightly
silence
specific
short
situation
select
start
stop
shorten
side
slow
steer
shoulder
separate
slice
speed
slow down

train
take
toward
total
thumbs
turn
top
to
throat

use
understand
upward

visual
vertical

waist
wrist
width

COMBAT TECHNIQUES

attention
assembly
arc
approaching

beckon
battlefield
button up

combat
command
column
clockwise
circles
clasp
close up

double time
dismount
demonstrate
disperse

expose
execute

field training
friendly force
facilitate
face (v)
final
flex
full extent
follow me
forward
formation

gunner

halt
helmet

illustration
increase
impose

leader
lineformation

movement
mount
means available
mask
move over
move out

prepare for action
panel
protective mask
parallel

quick time

ramp
recognition

squad
soldier
signal
standard
strike
sideways
swing
succession

transmit
to and away

thrust

unit
unbutton

visual
vehicular column
vertical plane
vigorous

wave
weapon
warning

COMBAT TECHNIQUES

air attack
action from
advance
assault fire

blink
battle drill
biological
bipod gun

cease fire
come forward
commence firing
column formation
chemical
combat formation
circular
clench
crank

decrease speed
double time
detonation
donning
downward
depress
diameter
draw down

elements
echelon right/left
enemy in sight
elevate

file
fight on foot
figure eight

horizontal arc

inward

machine gun
mil (100 meters)

nuclear

outward

pyrotechnics
preceded
prearrange

rush
rally site
radio silence

simulate
second nature
singular
shift fire

traverse right/left
tripod guns

wedge formation

NOUNS

elevation
point
ground
map
standard
pencil
requirement
minute
value
interval
coordinate
information
number
lines/line
"up"
"down"
continuous
top
hill
depression
relief
detail
marks
height
difference
scale
rest
number
idea
top
hilltop
margin
slopes
valley

ARTICLES

the
a
an

CONJUNCTIONS

and
or
whether

INFINITIVES

to determine
to go
to be
to estimate

VERBS

determine
given
locate
may be plotted
locate
is being sought
count
must be crossed
note
is
are considered
add
subtract
show
needed
may be used
indicates
are called
shows
cross
printed
would make
can tell
has
gives
say
know
could get
was
connects
can find
will look

EXPRESSIONS

"within"
"as"
"less"
"the same as"
"much"
"let's"
"well"
"is about"

PREPOSITIONS

at
on
with in
to
from
for which
for
between
at

SINGULAR INDICATORS

each
every

ADJECTIVES

scale military
contour
performance
light-diget
marginal
index contour
lower
half
above
unmarked
highest
around
supplementary
marginal
bench
spot
brown
light
lower
heavier than
sleep
fly
gentle
same
flat
hearing

GERUNDS

using
looking

PARTICIPLES

designated
numbered
known
pointed
printed

RELATIVES

left
at
its
one another
which
you
your
them

ADVERBS

already
nearest
if
exactly like
above
never
next to
usually
how

uphill
downhill
again
now
close together

NOUNS

condition
distance
map
point

road
direction
strip
paper
edge
minutes
places
earth
scale
bottom
top
inch
ground
miles
yards
ruler
piece
picture
curve
mark

ARTICLES

a
the

CONJUNCTIONS

because
or

EXPRESSIONS

"to scale"
"like this"
"in fact"
"also"
"just under"
"so"

VERBS

measure
given
is plotted
changes
determines
can use
is
is drawn
means
equals
is printed
times
check
have
will find
will help
take
put
read
shows
suppose
want
make
make
aline
come
pivot
continues
help
get
follow
hits
try
map

ADVERBS

twice
straight
always
before
then
until

ADJECTIVES/
ADJECTIVALS

standard
topographic
straight-line
performance
certain
ground
difficult
straight line
bar
small tick
road
another

QUALIFIERS

at least
how far
any

GERUNDS

repeating

PRONOUNS

which
you
your
it
this
that
one
where

VERB COMBINATIONS

mark on
line up

PREPOSITIONS

on
to
apart
of
with
in
from
within
between
at
around

INFINITIVES

to measure
to change
to find
to follow
to get

NOUNS

course
table
count
requirement
foot
types
terrain
hours
weather
point/points
meter/meters
length
distance
minutes
landmarks
paces/pace
man
field
zone
yards
country
ground
movement
hills
problem
line
night
man
circle
compass
daylight
obstacle
count
paces
way
pebbles
kilometer
distance
lines
pocket
knots
string
method
remainder
number
multiple
result
maximum

ADVERBS

then
until
simply
always
accurately
usually
if
now
over
during

ARTICLES

an
a
the

SINGULAR INDICATORS

nor

VERBS

is maintaining
travel
are traveling
do
go
use
move
want
given
know
determine
be using
go
suppose
taken
need
using
is keeping
were used
have been moved
remember
multiply
measure
use
doesn't
takes
check
remember
plus
put
let
are

PREPOSITIONS

by
for instance
up
down
at
in
without
instead of
over
with in
in order to
between
around
on
from

VERB COMBINATIONS

pace over
tie in
start over
mark out
pacing off

IDIOMS

"tends to"

INFINITIVES

to wait
to determine
to move
to guide
to pace off
to use
to figure
to go
to arrive

PARTICIPLES

varying
aiming
remaining
known

ADJECTIVES

(qualifiers)

ADJECTIVALSCONJUNCTIONS

NOUNS

map
compass
conditions
minute
ground
arrow
degrees
angle
diagram
measures
position
line
side
top
dial
needle
north
face
directions
left
right
protractor
neat line
arc
value
wire
method
straight edge

ADVERBIALS

together

EXPRESSIONS

so that
within
as
sure
"together"

VERBS

orient
given
is
shown
is placed
will place
formed
rotate
match
printed
is oriented
will be
must
remember
will be
have
is obtained
taken
may be oriented
rotating
is aligned
formed
falls

ADVERBS

until
then
if
along
beneath

PRESENT/PAST

PARTICIPLES
consisting of
sighting
using
fixed

PROVERBS

then

QUALIFIERS

several
quite
some

GERUNDS

using
pointing
reading
connecting
placing
intersecting

IDIOMS

line up

INFINITIVES

to point
to draw

PREPOSITIONS

in
under
from
within
to
of
with
toward
by
on

A. NOUNS

conditions	traces	casing
round	bore	help
ammunition	chamber	weapon
standards	cloth	range
103 LAW	safety	
latch	safe	
barrel	ammo	
warning	M384 (HE)	
caution	M385 (practice)	
muzzle	head	

B. VERBS

load	is
unload	slide
clear	closed
given	move
loading	extracts
press	ejects
slide	got
keep	need
loading	remove
wipe	tapping
dry	depress
fire	keeping
insert	pointed
make	look
have	

is

ow

C. ADJECTIVES

40-MM
live
practice
forward
all
clean
ready
sure
right
dry
undented
stuck
little
rearward

D. ADVERBS

never
automatically

E. ARTICLES

the
an
a

F. PRONOUNS

you
your
it

G. INTERJECTIONS

to the fore

PREPOSITIONS

of
below
with
to
into
on
off
in
down

CONJUNCTIONS

and
or
until

IDIOMS

hang up

VERB COMBINATIONS

ADJECTIVALS

M203 grenade launcher
performance measures
aircraft ammo
tile cleaning rod
barrel latch
cartridge case

A. NOUNS

conditions	technique	amount	weapon
standards	dead space	earth	situation
grenadier	avenues	hole	steps
visibility	methods	toe	position
position	task	pacing (quad)	view
sector	distance	elevation	front
fire	points	other	rear
use	ground	shell	stick
rounds	map	stock	references
stakes	eye	light	
daylight	launcher	burn	
targets	muzzle	grenade	
periods	buttplate	positioning (quad)	

B. VERBS

use	touches
are	raise
has assigned	look
given	get
construct	adjust
place out	drive
will cause	acts as
locate	hold
estimate	should extend
move	move
determine	fire
moving	test
measure	permits
place	repeat
pointing	is required
creating	can serve

C. ADJECTIVES / ADJECTIVE

good	deflection
training	necessary
practice	tactical
limited	more
possible	firing
likely	forked
located	aiming
following	
naked	
small	
fighting	
correct	
this	
recoil	
longer	

D. ADVERBS

where
no
as

E. ARTICLES

a
the
an

F. PRONOUNS

you
your
none

PREPOSITIONS

in
with
of
to
for
during
within
be
between
on
at
into
through
behind
under
alongside
near
above
from

IDIOMS

ADJECTIVALS

M203 grenade launcher
performance measures
field location
squad leader
left, right limits
enemy approach
enemy assault positions
map distance
quadrant sight
sight picture
elevation angle
barrel assembly

CONJUNCTIONS

and
that
while
until
than
if

VERB COMBINATIONS

pointed at
scoop out

A. NOUNS/GERUNDS

pressure	tongue	adults	lungs
cycle	back	infants	brain
collisions	throat	nose	body
casualty	inserting	volum	breastbone
breathing	lifting	tilting	back bone
heart beat	opening	placing	oxygen
assist	determine	massage	respiration
soldier	ear	finding	
standards	position	heart beat	
assistance	seconds	tin	
exhaling	starting	ke	
side heel	air	de	
time breaths	cheek	Adult's apple	
produce	signs	side	
measure	there	throat	
rescuer	tilt	this	
victim	thumb	fingertips	
back	breath	carotid artery	
airway	seal	pulse	
finger	lips	cardiopulmonary	
obstruction	respiration	Resuscitation (CPR)	
hand	mouth	blood	
neck	head	providing	
forehead	performing heart		
note	children	chest	

B. VERBS

given	place	remove	cannot be felt
has stopped	is extended	turn	must be started
has	is lifted	will be repeated	be started
apply	is opened	needed	may occur
resumes	place	will give	is effective
relieved	hold	are	lies
using	could be	is felt	is compressed
shift	is rising/falling	try	will be squeezed
becomes	exhales	roll	forcing
continue	look	will kneel	
are restored	listen		
finding	feel	using	
must determine	must be tilted	deliver	
is breathing	begin	caused	
will be placed	are	resume	
will apply	continue	may obstruct	
kneeling	rotate	should not	
clear	can be	be exaggerated	
removing	opens	has	
place	takes	open	
is extended	places	may be assisted	
is lifted	makes	should determine	
is opened	blows	slide	
remove	will	will place	
		can be felt	

C. ADJECTIVES/ADJECTIVALS

unconscious	every
one	as long as
no	quick
external	full
performance	inflated
his	strong
any	sharp
other	bulges
available	gentle
this	same
maximum	some
backward	spell
wide	both
deep	less
exhaled	forceful
titled	rescuer's
heart	neck
important	permanent
oxygenated	open

D. ADVERBS

still
properly
until
below
then
alongside
nearest
away
together
again
fully
when
quickly
out
essentially
also
where
immediately
when

E. ARTICLES

an
a
the

F. PRONOUNS

who	this
it	when
he	those

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PREPOSITIONS

to
without
as
upon
if
on
with
into
under
from
by
after
of
for
in
onto
beneath
at
over
through

IDIOMS

VERB COMBINATIONS

pushing down
will use
to press down
clean out
down from

ADJECTIVALS

mouth-to-mouth resuscitation
IAW performance measures
heart massage
One Rescuer method
Two Rescuer method
victim's head
victims mouth
victim's feet
victim's breaths
victim's nostrils
index finger
air tight
anti-facial respiration
victim's lungs
foreign objects
shoulder blades
head tilt
victim's thorax
brain damage
artificial circulation
victim's side

CONJUNCTIONS

but
and
or
since
so that
therefore
in addition
that
as
because

First - use as an adverb

5 - use as an adjective

to do - infinitive

to perform - infinitive

to maintain - infinitive

once -

first - use as an adj.

four - use as an adj.

to make - infinitive

to force - infinitive

to vomit - infinitive

to inflate - infinitive

3 - use as an adjective

so pliable that one- use as an adjective

to check

to see

to fill

A. NOUNS

fields
fire
conditions
position
sector
amount
time
standards
distance
obstacle
lanes
debris
principles
vegetation
concealment
enemy
content
enemy
trees
screen
cares
defense
extent
areas
time
estimate
state

VERBS

clear
given
to be cleared
moving
can be seen
will not recognize
can be done
must be observed
do not disclose
will not be detected
may not be
remove
should make
determines
to be undertaken
removing
are made
left
obstruct
drag
insure
will reveal
be cleared
move
cleared
finish
start
obstruct

drag
insure
thin
may afford
organized
obstructs
cut
work
leave
removed
will avoid
surprised
complete
restrict
preparing
clearing
defense
underbrush
trees
work
brush
limbs

NOUNS

cuts
tracks
woods
possible
undergrowth
weeds
desirable
points
concealment
mud
dirt
snow
lanes

NOUNS/SEEDS

C. ADJECTIVES

large
defensive
close
lower
no
sparsely
automatic
dense
suitable
each
careful
irregular
excessive
original

close
available
better
weapons
careless
original
thin
natural
all
proper
defensive
heavy
much
available
narrow

D. ADVERBS

partially
before
away
directly
too
since
often
how much

than
if
improperly
after
near
where
never
forward

E. ARTICLES

an

F. PRONOUNS

your
anyone
it
they
him

PREPOSITIONS

of
with
within
through
from
into
in
for
by
out to
for
forward
on
by

CONJUNCTIONS

and
so that
in which
and
or

IDIOMS

in line
making sure

VERB COMBINATIONS

to close
to hide

ADJECTIVALS

completed fighting ____
assigned
designated ____
specified ____
cleared ____
expected ____
cut ____
following ____
wooded ____
organized
scattered
thinning

A. NOUNS

equipment
conditions
daylight
sm
materials
location
foliage
grass
mud
paint
snow
outlines
patterns
parts
standards
net
area
branches
size
shape
color
examples

B. VERBS

camouflage
conceal
given
mouflage
cover
follow
will blend
placed
use
alter

C. ADJECTIVES

appropriate
basic
shiny
irregular
predominant
natural
manmade
tree
other

D. ADVERBS

during

D. ADVERBS

during

E. ARTICLES

an
a
the

NOUNS
surroundings
turndown

F. PRONOUNS

these

PREPOSITIONS

of
in
under
with
to

IDIOMS

VERB COMBINATIONS

to blend
to camouflage
to cover
to alter

ADJECTIVALS

military -
field -

natural camouflage
issue pioneer -
terrain background -

remaining -
pattern -

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A. NOUNS

equipment
daylight
location
materials
foliage
grass
mud
snow
area
net
parts
paint
mud
measures
terrain
outlines
areas
examples
patterns
stem color
lie down

B. VERBS

camouflage
conceal
given
conceal
cover
use
follow
alter
will blend
use
placed

C. ADJECTIVES

natural
irregular
other
appropriate
predominant
shiny
natural

D. ADVERBS

during
so

E. ARTICLES

an
the
NOUNS
item
foliage
grass
mud
shape
size
branches
weeds

F. PRONOUNS

there

PREPOSITIONS

of
in
to
with
under

CONJUNCTIONS

and

IDIOMS

VERB COMBINATIONS

to camouflage
to cover
to blend
to alter

ADJECTIVES

military pattern -
field -----
camouflage -----
basic issue product -----
remaining -----
manmade
performance -----
tree -----
background -----

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A. NOUNS

positions
conditions
locations
weight
possibility
soldier
meters
terrain
construction
rear
vehicle
trail
soil
noise
constructing
vegetation
observer
light
movement
driven
darkness
ours
activity
woods

B. VERBS

camouflage
conceal
con
constructed
used
conceal
is taking place
cover
do not disturb
books
must be used
do not letter
make
replace should check
has
is
being built
could see/destroy
approach
could pin point
insuring
is
circle
does point out
will have
keep

Is

C. VERBS (Cont.)

show
cannot detect
place
approach
expose
was removed
be
removed
out
obtain
does leave
will have
keep
are
moving
watching
sod
manner
dirt
bushes
structures
location
chance
growing
foxhole
carrying
outlines
parpet
holes
cuts
woods
streams
ponds
power
foliate
muzzle
completion
delection

C. ADJECTIVES

defensive
field
visible
low
obvious
both
natural
wet
so
approximately
low
intact
holy
heavy
sufficient

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D. ADJECTIVES

performance
careful
any more than
good

moist
so much

D. ADVERBS

during
either
already
before
during
after
only
away
only
in such
not
left
when
if
constantly
if possible
then
upon
particular

E. ARTICLES

a
the
an

F. PRONOUNS

it
it
you
here
it
your
this
which

PREPOSITIONS

in with to the front
of from on in
for front of
by under at

IDIOMS

cut corners
your buddy

on
so that
but

INF / VERB COMBINATIONS

to insure
pointing out
to build
to prevent
back up
to insure

ADJECTIVALS

surrounding
limited
completed -
cabin direct -
approaching -
untrained -
dying -
propered parapet -
weapons -
NON-STANDARD
don't cut corners share

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A. NOUNS

enemy's material
hands object
conditions part
daylight example
weapon soldier
burlap vegetation
interference
ways
painting
attention
equipment
cloth
helmet
accessories
sheet
minutes
chin
snowsuit
guide
bills
lover
sandbags
patterns
sticks
color
regions
strips
skin
light
neck
camouflage
terrain
background
enemy
outlines
skin
area/s
residue
mud
oil
camouflaging
forehead examples
cheekbones
sighting
firing
imagination
attaching
cover
blending
mixture
grease
oil
operating
uniform
use

B. VERBS

given
shade
appears
complete
shadow
will reflect
must be taken
is
may be used
can be identified
can be made
can apply
are issued
will be
added
reflects
blend
are
doing
is to be worn
attired
add
can make
attracts
follows
look
paint
shows
should attempt
can be obtained
wrapping
will resemble
dyed
can be covered
blend

C. ADJECTIVES

some
camouflage
white
appropriate
burlap
charcoal
burnt
sand and light green
standard
some
loan
standard two-tone
three
cloth
15
shiny
light

D. ADJECTIVES (CONT)

irregular
dark
white
predominant
good
dry
more
natural
several

D. ADVERBS

during
if
also
even
very
not
easiest
early
little
less
when
like
so that

E. ARTICLES

a
the

F. PRONOUNS

your
me
its
one
you
this
which
there
it

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PREPOSITIONS

with
around
under
on the back
iron
on
over
around
for
by
into
of
with
within
to

IDIOMS

VERB COMBINATIONS

to cause
to break up
to change
to camouflage
to blend
to cause
to match
to stain
to make
to blend

CONJUNCTIONS

or
because
when
as
and

ADJECTIVALS

snow-covered
paint sticks
individual
mattress
cloth
important
garnishing
load-leaving
LEB
exposed
nothing
LEB
weapon
live

ADJECTIVES CONT

exposed -
combat-
vegetated
desert
snow-covered
striking
curved
pattern
colored -
bow -
pattern -
crankcore -

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EXAMPLES OF
VOCABULARY ITEMS FOR 11B
AS DETERMINED FROM REDUCTION 3
(SOLIDER'S MANUAL AND OBSERVATIONS)

A. Nouns

- | | |
|-------------------------------------|----------------------------|
| 1. acronyms: SALUTE | 8. concrete: casualty |
| 2. singular: agent | 9. abstract: strength |
| 3. plural: shells | 10. collective: ammunition |
| 4. mass: gas | 11. inflected: solider's |
| 5. count: gun | |
| 6. compound: anti-armor, hand-crank | |
| 7. possessives: casualty's | |

B. Verbs

1. transitive: assemble
2. intransitive: crawl
3. linking: is

C. Adjectives

- | | |
|-------------------------|---|
| 1. comparative: lower | 5. interrogative: which |
| 2. superlative: lowest | 6. demonstrative: this |
| 3. of quality: adequate | 7. possessive: his |
| 4. place: forward | 8. participles:
present: snorkeling
past: specialized |

D. Adverbs

- | | |
|--|---|
| 1. frequency: repeatedly | 7. time and sequence: early, very |
| 2. negative: no, never | 8. degree: hardly, completely, thoroughly |
| 3. comparative: faster | 9. conjunctive: then |
| 4. superlative: nearest | 10. interrogative: why |
| 5. place: near | |
| 6. manner: courteously, gradually, quietly | |

E. Articles

1. definite: the, an
2. indefinite: any, some

Pronouns

1. personal: you
2. demonstrative: "V4107-this is 06F26".
3. indefinite: "Anyone moving into your sector of fire will not recognize it."
4. reflexive: himself, yourself, itself
5. cases: The number of groups in the message is provided so that the receiving station can check his copy when group count is not the same as the sending station told him it would be.

6. relative: Turn to that item number.
7. singular indicator: Each set of the tactical operations.
8. interrogative: what

Prepositions

1. time: in, after
2. place: by, at
3. directions, motion: to
4. manner, agent, instrument: with, by
5. measure, number, amount: all of

Conjunctions

1. coordinating
2. subordinating
3. correlative
4. conjunctive adverb

Idioms

no matter
write out

1. cardinal: two
2. ordinal: second

Verb combinations

1. set up
2. write down
3. look up
4. cut in on

Adjectivals

1. mission simulation round
2. forward handling ring
3. electrical connectors dust cover
4. switchboard telephone central

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